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THE TEXAS STATE CAPITOL.

[Whole Number 263]

UNITED STATES BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 2, 1903.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS.

No. 35.

HISTORY OF EDUCATION IN TEXAS.

BY

J. J. LANE, A. M., LL. B.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1903.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 29, 1903.

SIR: I have the honor to transmit herewith a History of Education in Texas, by J. J. Lane, A. M., LL. B. It forms No. 35 of the series of contributions to American educational history prepared under the editorship of the late Prof. Herbert B. Adams, of the Johns Hopkins University.

Since the death of Professor Adams the Bureau has had to assume the task of correcting the proof of the few circulars of his series which remain to be printed. It usually sends the proof of the various numbers to their respective authors for their revision and for correction. In the present case this course has been impossible, owing to the death of the author. This circular is printed, therefore, without the advantage of revision by the author.

Very respectfully, your obedient servant,

W. T. HARRIS,
Commissioner.

The SECRETARY OF THE INTERIOR.



LETTER FROM DR. ADAMS, THE EDITOR.

JOHNS HOPKINS UNIVERSITY,
Baltimore, Md., June 24, 1899.

SIR: I send you this day by express prepaid the completed manuscript report on the History of Education in Texas, by J. J. Lane, of Austin, who has been prominently connected with the educational service of the State. He has delivered a very thorough-going, almost exhaustive account of his subject. In fact, he perhaps errs on the side of overcompleteness and too great detail, but Texas is a coming empire of public education, and you will be glad to have a good record of its beginnings.

* * * * *

Very cordially,

H. B. ADAMS.

Dr. WM. T. HARRIS,
United States Commissioner of Education.



Chapter I.

INTRODUCTORY STATEMENT.

EARLIEST CONDITIONS.

The history of the political, social, and educational conditions in Texas incident to transition from savage occupancy and subjection to successive changes of government before becoming an American State necessarily presents a remarkable record. Originally a wilderness traversed solely by Indians, a great missionary field and theater of conquest by the French and Spanish, next a Mexican province and range for American colonization, then a republic, and finally a State of the American Union, its history has naturally been as kaleidoscopic as transcendental in its presentments.

The earliest known attempt to civilize the country was made by the Jesuits in unsuccessful efforts in 1582 to establish missions at El Paso for converting and educating the Indians.

Between 1720 and 1746 missions were established in central Texas by Franciscan fathers from Mexico. Others, which were founded by the French, remained in operation till 1812, when they were suppressed by Spain, and the Indians adhering to them were dispersed. The period during which Spaniards mainly controlled the country, from 1690 up to the date of the Mexican revolution in 1820, was noted for the efforts of the Jesuits to establish missions at various places among the Indians. Following their attempts at El Paso and other points, their missionaries in 1714 located a small settlement in San Antonio de Bexar, at the site of the present city of San Antonio, then, as now, a most ideal location, at the head of the San Antonio River. Here they built their chapels of stone, and so constructed them as to make them serve at once for churches, schools, and dwellings, as well as for forts to protect them from the unconverted Indians. Walls of most of these buildings still exist, some of them, considering their great age, comparatively well-preserved monuments of Jesuit hardihood and enterprise. One of the most interesting is "The Alamo," cherished as the Thermopylæ of Texas, and standing almost perfectly outlined in the heart of the city, where in 1836 Colonel Travis and less

than two hundred brave men of his command were besieged by several thousand Mexicans under Santa Anna, and fell in defense of the American settlers.

EFFECTS UPON EDUCATION.

Intermarriage, as sanctioned by the missionaries, naturally perpetuated a wider influence upon the growing population, while, as far back as 1827, the tenets of the church were rooted in the policy of the government of "Coahuila and Texas" by the provision in the constitution that "the catechism of the Christian religion should be taught in all the primary schools established in the State." It was, however, long after the marvelous work of the missionaries had ceased and their structures had nearly all completely decayed, and in the midst of a strangely associated and religiously influenced population of Indians, Mexicans and a large and very different element of American colonists, that more important educational results responded to the progressive spirit of the American settlers. These sturdy pioneers, impelled mainly by religious convictions unlike those which were imbibed by the rest of the population and which were required to be taught in the schools, with a predominance of teaching in Spanish over that in English, were principally colonists of the most intrepid character, with leaders fully alive to all the advantages of education by reason of their experience in the States from which they came, and who, on account of their particular religion and the partiality shown in teaching the schools, resolved, when they declared their independence of Mexico in 1836, "to establish better schools," and in order to avoid direct taxation and for want of more available resources for such object, aimed to provide from the general domain for a complete system of public instruction.

AGRARIAN ENDOWMENTS.

Special landed provision for "the purposes of education while the public domain was ample for the purpose" was recommended by President Lamar, and comparatively liberal land grants were promptly made by the Texas Congress, not only for schools, but, as Lamar earnestly suggested, for "the maintenance also of a university." This action was in the main very properly confirmed by the State, as successor to the fortunes of the young Republic, and largely increased provision was eventually made to compass the grand object in view—the establishment of a complete public-school system, embracing primary schools, academies and colleges, and a university, as a climax to the system originally contemplated by the founders of the Republic. As a possible inspiration of the Republic's example, the State has provided for a magnificent educational fund by making appropriations aggregating over 50,000,000 acres of land for the free schools, of which

about one-half only has been sold; besides granting about 4,000,000 acres directly to the counties, and 2,000,000 acres (as the grant was reduced) to the State University, additional to the 50 leagues (221,400 acres) granted by the Republic and confirmed by the State to the university, of which grants a large portion of the State and county lands and some 2,000,000 acres of the university lands remain unsold. The State besides has granted an aggregate of some 38,000,000 acres in subsidies for railroads.

Attempts to increase the land grants to the University of Texas have failed at several recent sessions of the legislature. The State having several million acres of unappropriated domain it was proposed to grant large quantities of it in about fair proportions to the university and the free schools, but the proposition was not regarded with the favor it deserved. In one instance it met with a counter proposition by a member of the house to devote the entire domain to the free schools, which would have been not only unfair to the university but a great injustice to the asylums and other State institutions entitled to at least some share in a bounty not likely to be recouped for them from any other source.

EDUCATIONAL RESOURCES.

Since its endowment the permanent school fund has provided for school expenditures amounting to a great many millions of dollars, and now has about \$8,000,000 in bonds and some \$17,000,000 of interest-bearing land notes, which with cash and unsold lands constitute a present value of at least \$50,000,000, or possibly over \$60,000,000, according to the estimate placed upon the lands. The value of the county school funds will aggregate \$18,000,000 to \$20,000,000. The revenues of the free public schools are derived mainly from a "school-fund tax," provided for by the constitution, supplemented by interest on bonds and on land notes, proceeds of leases of school lands, and 1 per cent of the permanent school fund, which is required by recent constitutional amendment to be transferred annually to the available school fund.

The permanent fund of the State University, derived mainly from sales of university lands and invested in bonds, amounts to about \$600,000, and with the university lands constitutes its entire endowment, which may be estimated at a value of from \$3,000,000 to \$5,000,000, according to the estimate placed upon the lands. The available resources of the university embrace receipts from leases of university lands, from interest payments on land sales, from interest on State bonds, and from matriculation fees of university students, with such appropriations as may be added by the legislature.

UNIVERSITY MANAGEMENT.

As will be seen in the narrative presented, a most eventful period in the history of the State University was that of the "war and reconstruction," when its interests were largely subordinated by use of its funds by the State for political emergencies; and it will be seen all along in its history how the institution suffered under State administration of its affairs, and how its resources have been diverted by the State, and not always restored. Not until recently, after rather indifferent State management, have the regents been allowed to control the university lands. No university tax has been granted, and, strangely enough, such a proposition has never been seriously pressed upon the legislature, although the tax is greatly needed and clearly within the provisions of the constitution.

All over the South, in Texas only a little less than in the other Southern States, the ravages of war left a blighting influence which has been harder to overcome than the difficulty the French experienced in meeting the exactions and immense tribute required of them by the Prussians. The millions of money paid by the French and all their sacrifices of life and property, with the autonomy of their Government, however, retained, were trifling in comparison with the loss by the South of hundreds of millions of capital invested in slaves, and consequent suddenly depreciated property values of all kinds.

THE FREE SCHOOLS AND THE UNIVERSITY.

Education being an important factor in the affairs of government, general conditions in the South should be borne in mind in tracing the history of education in Texas, especially in contrast with the political as well as material relations of more favored States of the Union. As will be seen, and as usual perhaps with most State organizations, the great mass of the people were at first and so long enamored with the system of free public schools and so impressed with their sufficiency, as far as State provision for public education should be required, as to disregard the concomitant importance of promptly organizing the university. And yet, as in the matter of the State capitol, they were at first liberal enough to make large landed provision, and there was great wisdom in such provision for the university. Without it possibly such an institution as should have been organized would not even yet be established, as indeed none was for over half a century after the Republic of Texas set the State a lesson by granting 50 square leagues of the public domain for such an establishment; while with it, though the grant remained so long unproductive, it is destined in the appreciation of values with the growth of the State to eventuate in a most magnificent and far more available endowment. This may happen, as is to be hoped, in much the same way that Cornell University has

been splendidly endowed by means of the Federal land grant utilized for it by Mr. Cornell. At all events a grand opportunity seems to be presented for some great capitalist to serve the University of Texas as Mr. Cornell served the Cornell institution; or if not disposed to be quite so liberal, to at least combine beneficence with individual benefit by purchasing and holding till more valuable the 2,000,000 acres of university lands and sharing the profits of the investment with the university.

As to the free schools, it is noticeable that while in Louisiana, and perhaps some other States, there was at first opposition to the organization even of such schools, there seems never to have been any objection to the system anywhere in Texas before or since the civil war. On the contrary, the State has ever been disposed to liberally maintain the free schools by every possible means; and as latterly it has been made to appear in the opinion of the State land commissioner that all that was left or supposed to be left of the land was due to the school fund, and as that fund is interpreted, whether rightly or not, to be for the sole use of the free common schools, further provision for the university from some other source than additional land grants has been suggested in the university's behalf. Great stress is particularly laid upon the importance of the State granting a special tax for the university such as Michigan and some other States have provided, and wisely, as shown by the results, for the support of their State universities. Illustrious examples of the good effects of State and Federal aid to State universities in influencing private benefactions are instanced in the action of Regent Brackenridge and others, to a limited extent, in behalf of the University of Texas, and to a great extent by the action of Mrs. Phoebe Hearst and others in behalf of other State universities.

UNIVERSITY DEVELOPMENT.

As will be seen, the university is greatly in need of means for its more practical outfit and development, such as a fireproof building for the library, a museum, a gymnasium, dormitories, and other improvements, but, more important than all, a finely equipped science hall for thorough instruction in the arts and sciences, in which might properly be included a department of music; and in the absence of any provision for such a boon by the State it is hoped that it may come as a benefaction from some friend of the university. Of course, not every institution can have all the facilities it needs on a grand scale, but all pretending to be first-class universities should be provided with at least the most important of them. The science hall especially would seem to be more than a desideratum—a necessity for competition in university prestige and success. It would seem, too, in this age of marvelous revelations in science, particularly in electricity,

that such an establishment should be located at Austin, where its benefits can be most advantageously combined with those of other departments of the university, so that the students need not go elsewhere to reach first-class facilities for the highest scientific as well as literary attainments.

CONTRASTED UNIVERSITY FACILITIES.

With all the university's resources, Texas legislators are in error if they think that it is endowed, as it can and should be, to compete with other prominent institutions of the country, much less with those of Europe; nor should they fail to realize that without relatively adequate endowment and facilities at their home institution Texas students, girls as well as boys, will continue to be attracted abroad in quest of the highest university advantages, taking with them hundreds of thousands of dollars out of the State annually for the expenses of their education. Nor should the people generally suppose for a moment that their university, with all the grandly planned resources, is rich, or even comparable in equipment with other first-class universities. Let them reflect, for instance, upon the fact of a single outlay of some \$2,000,000 for a free museum of art and science for the University of Pennsylvania, not to mention other comparatively grand outfits of various other universities. And as to European institutions, "How many of our people," says a distinguished university president, "know that one of the minor universities of Great Britain has recently completed a collegiate building at a cost of \$2,430,000, not to speak of the \$4,000,000 that were put in the polytechnicum at Charlottenburg? Let us remember," he adds, "that the richest of our educational institutions has an income not much larger than that of a single one of the 24 colleges constituting the University of Oxford."

THE UNIVERSITY IN POLITICS.

In the report to Governor Roberts prepared by Col. Ashbel Smith, as president of the board of regents, in January, 1883, a few months after the first university faculty had been completed and the institution was in operation, temporarily occupying rooms in the State capitol, are given the following interesting statements and reflections upon the political questions affecting the university:

The convention which met last August proclaimed the principles of the Democratic party, expressed their wishes, and threw forth to the world their mandate in the Democratic platform. That mandate concerning the university is in these words (articles 9 and 10 of the platform):

"ART. 9. We declare that a liberal provision should be made to endow with the public lands set apart for the payment of the public debt, or the proceeds of the

sales of the same, the State University and its branches. * * * We further declare that the debts due the university and common-school funds of Texas denominated as of 'doubtful validity' should be recognized and paid with the interest due thereon.

"ART. 10. We favor the fullest education of the masses, white and colored, in separate common schools, and the advanced education of the youths of our country in our higher schools and State University."

The report adds:

The platform rebukes the assurance of individuals who affect to be wiser than the people by saying that the time has not come for establishing a university of the first class. By connecting in one sentence and one common view common schools and the university, it rebukes the shallow judgment which fancies that there is inconsistency or rivalry in fostering at the same time common schools and the university. The people of Texas command in their constitution that the legislature shall establish a university of the first class. The great Democratic party, speaking for the entire State, embracing the wise and good of all political parties, in these articles of their platform declare that the time is now come and demand to establish now such university of the first class. The means to carry their will into effect lie idle in the treasury, and their use for this noble purpose will not add one cent to the public taxes. The people will take no educational starveling, no institution big in name but meager in performance. They demand a university to be now organized in a manner and on a basis soon to be developed into an institution on the high level of the foremost institutions of knowledge in the whole world; a university whose instruction, absolutely free, shall offer to every child in the State, poor or rich, that knowledge which is power to the individual, and, in the aggregate, power inherent and indefeasible to the magnificent imperial State of Texas.

Several years later Dr. T. D. Wooten in his report, as president of the board, made to Governor Ireland, alludes to the action of the dominant political party in the State as follows:

In conclusion, the regents take pleasure in calling attention to the action of the Democratic convention convened at Galveston August 12, 1886. That imposing body of representative men, with singular unanimity, adopted the following as a plank in the Democratic State platform: "We congratulate the people of Texas upon the successful establishment of our State University, and we recommend the enactment of legislation to remove the same, as far as possible, from all political influences, and that its properties and revenues shall be strictly guarded, increased, and fostered so far as it can be done without taxation upon the people."

It is believed that every request made in this report is in strict conformity in letter and spirit with the action of the Galveston convention. The incorporation of the board of regents will remove the university, "as far as possible, from all political influences," and the repayment of the money advanced to the Prairie View Normal School, the repayment of the money borrowed by the State from the university, the recognition of the warrants received in payment for university lands, the confirmation of the State's title for the benefit of the university where the same is in dispute, and the investment of the regency with the right to make absolute leases and sales of the university lands, are all in harmony with the platform when it declares that "its [the university's] properties and revenues shall be strictly guarded, increased, and fostered." The regents furthermore believe that every request in this report can be granted "without taxation upon the people." Nothing has been asked for except such things as have previously been granted or such as follow logically from previous grants.

STATE SOVEREIGNTY AND LIBERALITY.

Certainly the sovereignty of this great State should be more earnestly invoked through the legislature to take the university more fully to heart as a "child of the State" and provide by special act, or by constitutional amendment if necessary, to make its endowment more fruitful and actively available, either, as suggested, by establishing a university tax, granting additional lands, or a certificate of indebtedness, or by issuing for the university's benefit, say, three or four or even five million dollars 5 per cent twenty to fifty year bonds and holding the university lands in trust for the interest and sinking fund and eventual payment of the bonds by means of the increased value of the lands. Thus secured by the pledge of 2,000,000 acres, leased as they could be at 3 cents an acre, and producing an annual revenue of \$60,000, no better security could be offered for investment. The State would not have to pay the bonds, and the institution will be at once provided with available funds ample, with other university resources, for the establishment of all departments necessary to make it "a first-class university;" and in the meantime its lands will have been reserved from sale till their triple and possibly quadruple enhancement in value will make them the source of large available revenues and a most magnificent fund for the university's permanent endowment. Thus without outlay from the State the university, instead of being, as claimed, "land poor" on account of the sluggish availability of its resources, would be "land rich," and would at once be constituted the crowning glory of the State's grand educational system.

In the main, it will be seen that Texas has been fairly liberal in the promotion of public education, and, according to official records, the State now pays annually over \$4,000,000 for the expenses of her public schools and education of her children. Still, much remains to be done to fully and wisely utilize existing resources, more especially those of the university, to keep the State in pace with educational progress generally and in line with her natural importance as the great Empire State of the South, and eventually, perhaps, of the Union.

Chapter II.

PUBLIC EDUCATION AND FREE SCHOOLS.

Interest in education dates far back in the history of Texas, involving the work of the missionary with that of the soldier and civilian in the gradual rapprochement to higher civilization and modern methods of government. The period during which the Spaniards occupied the territory, from 1690 until the Mexican revolution in 1820, known as the "Mission period," was remarkable for the efforts of the Jesuits, in which they were as aggressive as they were zealous to establish their settlements for the education as well as conversion of the Indians.

From 1690 to 1820, 1836, 1845, and 1876 are marked periods in the history of Texas. Beginning with the Mission period, they embrace the Texas revolution up to the declaration of independence of the Republic of Texas in 1836, the passing of the Republic to American statehood in 1845, the existence of the State government as affected by secession and rehabilitation following the civil war up to 1876, when the present organic law went into operation.

THE REPUBLIC OF TEXAS.

In 1827 the Mexican State of Coahuila and Texas was organized, part of which in 1836 established its independence as the Republic of Texas and in 1845 was admitted into the American Union; with reserved control, however, of almost all of its public domain, from which large provision has been made by landed endowment for the purposes of education.

The constitution of the Mexican State provided as follows:

In all the towns of the State a suitable number of primary schools shall be established, wherein shall be taught reading, writing, and arithmetic, the catechism of the Christian religion, a brief and simple explanation of the constitution of the State and that of the Republic, the rights and duties of man in society, and whatever else may conduce to the better education of youth. The seminaries most required for affording the public the means of instruction in the sciences and arts useful to the State, and wherein the constitution shall be fully explained, shall be established in suitable places, and in proportion as circumstances go on permitting. The method of teaching shall be uniform throughout the State, and with this view also, to facilitate the same, Congress shall form a general plan of education and regulate, by means of statutes and laws, all that pertains to this most important subject.

COLONIZATION GRANTS.

Colonization being desired, not only for the settlement and improvement of the country, but also for protection from the Indians, offers to colonies of large grants of land in Mexican leagues, some of them eleven leagues each as offered by the new Republic, naturally attracted numerous settlers from the American States, a league being 4,428 acres—quite enough to excite the spirit of adventurous Americans. As a result of their settlements the bold and considerate pioneers soon began to organize schools as well as churches as necessary means for the instruction and moral training of their children. The first American school was opened in 1828 in the settlement known as San Antonio de Bexar, but was under Spanish supervision, and a Spanish school was established about the same time in the same settlement.

RAISING SCHOOL FUNDS.

As the American population increased, the government of the Mexican State was prompted to issue a decree in 1829 for raising funds for the establishment of schools in each department—Bexar, Brazos, and Nacogdoches—to be conducted on the Lancastrian or student monitor system, in which the public were to be taught “in reading, writing, arithmetic, the dogmas of the Catholic religion, and all of Akerman’s catechisms of arts and sciences.” The salary of the teacher of each school was fixed at \$800, and the general school expenses were provided for by creating a fund in the capital of each department, to be supplemented, when necessary, by loans from municipal funds, and even further, if needed, by loans of State rents, subject to be restored to the State agents. This was virtually the beginning of a public-school system, though not entirely of free schools, as gratis tuition was allowed to not over five indigent students in each school, the charge for other pupils being \$14 a year while learning the first rudiments till they commenced to write, and \$18 a year for the rest of their attendance. Another provision was that each student educated in the “establishment” was required on leaving to pay \$10 “gratitude money, for rewarding the teacher at the end of his contract.” It was subsequently temporarily provided that until the Lancastrian schools got into operation the teacher’s pay should be but \$500 a year and \$6 per pupil for gratitude money. The Lancastrian system, however, was not a success, and in 1830 the legislature provided for the organization of six additional schools.

THE SCHOOLS NOT SATISFACTORY.

For some reason, mainly perhaps because the tuition in English was not on a par with that in Spanish, the Texas portion of the people became dissatisfied and held a convention in 1832 at San Felipe de Austin, which, though strongly denounced by the Castilian population

as disloyal, boldly petitioned the State government for an endowment to establish primary schools for the better education of their children. The memorial, which is interesting as an expression of the views of the earliest settlers, as submitted to the governor and legislature, was as follows:

To his excellency the governor and the honorable the legislature of the free and sovereign State of Coahuila and Texas:

The inhabitants of Texas, represented by delegates chosen for the purpose of making known their wants to the supreme government, and assembled in general convention in the town of San Felipe de Austin, respectfully represent that from the time of the settlement of Texas up to the present time no step has been taken to encourage public education, and to create a fund exclusively devoted to that object. They would respectfully suggest that intelligence is the main pillar of republican institutions, and that without it no republic can be long-lived; that in every well-regulated community where free principles predominate education among every class of society has occupied the attention of the patriotic statesman; that the government of the State of Coahuila and Texas, heretofore so liberal and even munificent in grants of land to individuals, will, it is hoped, be equally so in the grant of land for so useful and patriotic an effort as will be the dissemination of knowledge through every part of society. Under these considerations your memorialists pray a grant of as many leagues of land for the promotion of education as the legislature, in its liberality, shall think proper to bestow, to be made to Texas as the foundation of a fund for the future encouragement of primary schools in Texas, in which will be taught the Castilian and English languages; and they further pray that the said grants be made to the ayuntamientos in Texas, for the use and benefit of the people in Texas, and for the object aforesaid, with the express condition that the said lands shall not be sold or otherwise disposed of until the voice of the people be taken thereon; and your memorialists conclude with a declaration of their attachment to the Republic of Mexico, and of their devotion to the Federal constitution, and also to that of Coahuila and Texas.

LE SASSIER, *Chairman pro tempore.*

Following this, what appears to have been the last endowment of schools by the Mexican State was an appropriation by decree of May 23, 1833, of four sitios (17,713 acres) for the support of primary schools in the department of Nacogdoches.

In 1833 also a decree was issued creating *ayuntos* (boards), who were charged with the care and distribution of school funds and providing for schools and teachers. But no special progress was made toward establishing a thorough public-school system, and according to a report of the Mexican commissioner, Almonte, there were only three schools in operation in Texas, while still a Mexican province, in 1834. One of these was on the Brazos, another on Red River, and the other in San Antonio. In 1844 the people of San Antonio concluded that the city should provide a public school for that municipality, and it was recommended that the old court room be utilized for school as well as court purposes; but this was not effected till 1849, when some lots set apart by the city for school sites were sold and the proceeds used for improving the building suitably for a school as well as court house.

SCHOOLS OF THE REPUBLIC.

The necessity of providing for education was impressed at nearly every important stage in the history of the government. In the declaration of the independence of the Republic of Texas, adopted in 1836 at Washington, Tex., it was complained that the Mexican Government had failed to establish any public system of education, though possessed of almost boundless land resources, and "although it is an axiom in political science that unless a people are educated it is idle to expect the continuance of civil liberty or the capacity of self-government." Accordingly the Congress of the new Republic was required to provide by law a general system of education, and under the stimulus of this wise provision and increased immigration numerous schools were opened. In June, 1837, President Houston approved the charters of Independence Academy and the University of San Augustine, both in San Augustine County, and Washington College, near the town of Washington, on the Brazos. The charters provided that they should be accessible to all students, irrespective of religion or politics. The property of such institutions was generally but not always exempted from taxation, and in some cases special provision was made for biblical instruction where the charters were for the benefit of colleges to be established under church auspices. In other instances the charters prohibited the sale of intoxicants near the school premises.

PROVIDING FOR "COLLEGES OR UNIVERSITIES."

The first suggestion of a State university was an act of the Congress of the Republic of April 13, 1838, which was referred to a special committee, but was not reported back for consideration. Following this came a recommendation by President Lamar, in 1839, that an agrarian appropriation be made while the public domain was ample, for the purposes of education, including the establishment of the university. An act accordingly was passed granting 3 leagues (13,284 acres) to each county for establishing a primary school or academy in the county, and 50 leagues (221,400 acres) for the establishment and endowment of two colleges or universities, one in the eastern and the other in the western part of the State. About the same time President Lamar approved a charter for the College of De Kalb in Red River County, and in 1840 an act was passed to establish Ruterville College, in Fayette County. A number of private and denominational schools were chartered by the Republic, and subsequently others by the State.

PROVISION FOR PUBLIC SCHOOLS.

The State constitution of 1845, the first in operation after the passing of the Republic, contained the following provisions regarding the public schools:

A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, it shall be the duty of the legislature of this State to

make suitable provisions for the support and maintenance of public schools. * * * The legislature shall, as early as practicable, establish free schools throughout the State, and shall furnish means for their support by taxation on property. And it shall be the duty of the legislature to set apart one-tenth of the annual revenue of the State derivable from taxation as a perpetual fund; which fund shall be appropriated to the support of free public schools, and no law shall ever be made diverting said fund to any other use; and until such time as the legislature shall provide for the establishment of such schools in the several districts of the State, the fund thus created shall remain as a charge against the State, passed to the credit of the free common school fund.

No allusion was made in this constitution to the subject of establishing a university, doubtless on account of the convention being mainly concerned about the more pressing needs of the State incident to the transition of the young Republic into the American Union.

An act of the State legislature of 1854 appropriated \$2,000,000 of 5 per cent bonds in the State treasury for the support and maintenance of public schools, to be called the "special school fund," the interest of which was to be distributed for the general benefit of the public schools.

In 1840 the Congress of the Republic increased the land grant to counties for school purposes by granting another league, making in all 4 leagues (17,712 acres) for each county, and provided that it should be divided, one-half for scientific endowment of an academic school and the remainder to be distributed among the various common-school districts in the county.

THE FIRST STATE SCHOOL SYSTEM.

It was not till 1854 that a regular system of free schools was provided for by the State, the first school being opened in San Antonio. The office of State superintendent was created by the constitution of 1866, the superintendent being charged with the control of the school fund, subject to legislative regulations. Since then the superintendency has been changed several times, the duties being imposed ex-officially upon the treasurer and other State officials, till the office, after being repeatedly abolished and revived, has been finally fixed by the legislature and the department of education established, with an educational board, consisting at present of the governor, comptroller, and secretary of state, with the State superintendent of instruction ex officio secretary of the board.

LAND ENDOWMENT OF THE UNIVERSITY.

An act of 1854 and subsequent acts which appropriated in the aggregate over 36,000,000 acres of land to "encourage the construction of railroads in Texas" were qualified by a subsequent act of the legislature giving the alternate sections of the lands to the free-school fund, and was still further qualified by the act of 1858, which gave to the

State University the tenth section out of every 10 sections set apart for the railroads. This last act, known as the university act of 1858, allowed the university \$100,000 of United States bonds held by the State and confirmed to the university 50 leagues (221,400 acres) originally set apart by the Republic of Texas for "the endowment of two colleges or universities." Altogether it is estimated that the land grants to the university, independent of the 50 leagues, had they not been impaired by adverse legislation, would have amounted to over 3,500,000 acres. The constitution of 1876, however, deprived it of several hundred thousand acres which it already owned and 1,500,000 acres more which had accrued to the university up to that year from the tenth section surveys, all of which the constitution bestowed upon the free schools; and substituted but 1,000,000 acres in lieu of the several millions accrued and accruing of more valuable lands of which the university was deprived by the substitution. Hon. W. C. Walsh, while State land commissioner, and familiar with the value of the lands, furnished the writer with the following statement, showing what would have been the university's endowment up to the date of the constitution of 1876 had the grants not been impaired by subsequent legislation:

| | |
|---|--------------|
| Fifty leagues (221,400 acres), at \$1.50 per acre | \$332, 100 |
| Ten years' interest, at 10 per cent | 332, 100 |
| One million seven hundred and fifty thousand acres, at \$5 per acre | 8, 750, 000 |
| Interest on deferred payments (say 25 per cent)..... | 2, 187, 500 |
| Total | 11, 601, 700 |

Since the university funds were diverted by the legislature to other purposes, \$12,000,000 will probably not more than cover what should have been the value of the endowment at the time Commissioner Walsh's statement was made in 1886, independent of the additional lands which would have accrued to the university since but for the action of the convention.

In 1883 the legislature made partial restitution to the university by a grant of 1,000,000 acres of the public domain; but this measure, in order to gain the consent of the legislature, had to be coupled with a grant of 2,000,000 acres to the free schools, which for that purpose was embodied in the same act.

THE PUBLIC-SCHOOL LANDS.

The school lands remaining unsold and belonging to the school fund originally embraced, independent of the 4 leagues to each county, some 14,025,024 acres required by law to be surveyed for the schools by the railroad companies in alternate sections with the railroad sections, by virtue of certificates for the alternates issued to such companies prior to January 1, 1875; also, some 24,087,453 acres surveyed since by virtue of similar certificates, and 2,000,000 acres granted by

act of April 10, 1883; in all, 40,112,477 acres. The county grants may be estimated at about 10,000,000 acres, and the grand total of school lands thus amounted to the imperial area of over 50,000,000 acres, independent of over 2,000,000 acres left to the State University. The grants to the university embrace the original 50 leagues from the Texas Republic, 1,000,000 acres substituted by the State for the alternate sections of the railroad surveys, and 1,000,000 acres granted by the act of 1883; in all, 2,221,400 acres.

As the railroad grants amounted to 38,112,477 acres, the ultimate result to the university from the tenth-section surveys under the act of 1858 would have been 3,800,000 acres had that act not been impaired by the partial substitution under the constitution of 1876; and thus it remains that the university, notwithstanding the restitution of 1,000,000 acres added by the act of 1883, is still deprived of about 1,800,000 acres accrued and accruing to it from its originally splendid endowment.

POST-BELLUM CONDITIONS.

In Texas, as in all the Southern States, educational affairs were materially affected by the civil war and reconstruction of the State government. The convention, known as the "secession convention of 1861," adopted the constitution of 1845, with such amendments as were required to conform the government to war necessities. No important change was made in the constitution in its educational provisions, but the war naturally interrupted the operations of institutions of learning of all classes. Some of the proceeds of sales of the school and university lands had been received during the war on pending land notes, which fell due and were paid in Confederate scrip, and the school and university funds were kept merged in one account, so it was difficult to determine the particular share of the university. In his message of April 29, 1870, Governor Davis suggested that the university fund and lands might properly be considered as part of the common-school fund, though not directly included therein by the constitution.

An ordinance was passed declaring the "war debt" of the State incurred before the Confederates were dispossessed of the control of the government to be "null and void." Some \$140,000 of university funds had been used by the State, as it was supposed, in the interest of the Confederacy. It was accordingly declared to be a "debt of doubtful validity," and was not validated as a just obligation of the State till 1883, when the fact was urged that the money had been used by the State for frontier protection from the Indians and Mexicans, and not in opposition to the Federal Government. The legislature thereupon covered it back to the university, and with it an item known as a "comptroller's certificate," for \$10,300.41, issued on account of sales of university lands.

Referring in his message of 1870 to the report of Comptroller Bledsoe, Governor Davis says:

It will be noticed in the comptroller's report of assets the accounts bear from year to year the items: Special school fund, \$79,409.50; university land sales, \$10,300.41, and 6 per cent manuscript State bonds for school fund, \$320,367.13. These items represent State warrants or State bonds issued during the war and, representing obligations which are now void, should no longer be borne on the comptroller's reports; but the comptroller considers it his duty to continue them until the legislature directs otherwise.

Subsequently, in his message to the legislature in 1871, Governor Davis says:

It will be perceived that I have not included in the estimates of the State's indebtedness the bonds issued to the common school and university funds under the provisional act of November 12, 1866, amounting to \$216,641.08 and interest. I can perceive no good reason why these bonds, issued to replace 5 per cent United States indemnity bonds taken and disposed of during the rebellion by the authorities then in possession of the State, should now be a charge upon the people. If it is necessary that the school and university fund should be increased in a sum equivalent to those bonds it had better be done in plain terms, but there is no such necessity, and it is our experience in the past that the accumulation of these special funds tends to invite spoliation.

For a long time there seems to have been a disposition not to regard the university fund as a trust so sacred that it could not be applied to other uses, less on account of the danger of its "spoliation" than its convenience for government purposes as long as its operation remained an uncertain problem of the distant future.

The legislature had all along proceeded by statutes under the existing organic law to establish free schools, and had incorporated the idea of providing for one or more State universities as part of its governmental functions. So that the university was, in fact as well as purpose, the logical capstone to the general edifice of public instruction, a great leading high school, as evidently contemplated by the fathers of the Republic, and was, equally with the common schools, as part and parcel of them, coexistent with the birth of the State.

CONSTITUTIONAL PROVISIONS.

The provisions of article 10 of the constitution of 1866 on the subject of education were amended by declaring that "the legislature shall, as early as practicable, establish a system of free public schools throughout the State; and as a basis for the endowment and support of said system all the funds, lands, and other property heretofore set apart, or that may hereafter be set apart, and appropriated for the support and maintenance of public schools shall constitute the public-school fund; and said fund and the income derived therefrom shall be a perpetual fund for the education of all the white scholastic inhabitants of this State, and no law shall ever be made appropriating said fund to any other use or purpose."

It was also provided that all "the alternate sections reserved by the State out of previous or future grants to railroad companies or other corporations for internal improvements, or for the development of the wealth or resources of the State, shall be set apart as a perpetual school fund of the State; that the legislature shall hereafter appropriate one-half of the proceeds of sales of public lands to the perpetual school fund and shall provide for the levying of a tax for educational purposes, and that the sums arising from said tax which may be collected from Africans or persons of African descent shall be exclusively appropriated for the maintenance of a system of public schools for Africans and their children; that the university funds shall be invested in like manner as provided for the public-school funds, and the legislature shall have no power to appropriate the university fund for any other purpose than that of the maintenance of universities, and shall at an early day make such provisions by law as will organize and put into operation the university."

Next came the "period of reconstruction" during which the State constitution was adopted in a convention held under the reconstruction acts of Congress, by authority of which the State constitution was adopted as it was finally ratified by the people in July, 1869. This constitution reaffirmed the section of that of 1866 fixing the basis of the public-school endowment, except the clause confining its use to the education of white children. This had to be changed under the reconstruction provisions against "race discriminations," and was so changed as to provide that "the perpetual school fund shall be applied as needed exclusively for the education of all the scholastic inhabitants of the State, and no law shall ever be made appropriating such fund for any other use or purpose." It also provided that "all sums of money that may come to this State from the sale of any portion of the public domain of the State shall also constitute a part of the public-school fund, and the legislature shall set apart for the benefit of public schools one-fourth of the annual revenue derivable from general taxation, and shall also cause to be levied and collected an annual poll tax of \$1 on all male persons in this State between the ages of 21 and 60 years for the benefit of public schools." "And said fund and the income therefrom and the taxes herein provided for school purposes shall be a perpetual fund, to be applied" as above stated.

The constitution secures these provisions by annulling the "ordinance of secession" of 1861 and all legislation based thereon, and declares in effect that the legislatures which sat in the State from March, 1861, to August, 1866, were unconstitutional and their enactments not binding except as to such regulations as were not violative of the Constitution and laws of the United States or in aid of the rebellion against the United States. The legislature which assembled in Austin August 6, 1866, is declared to have been provisional only,

and its acts were to be respected only so far as they were not violative of the Constitution and laws of the United States or were not intended to reward those who participated in the late rebellion, or to discriminate between citizens on account of race or color, or to operate prejudicially to any class of citizens. It is further declared that—

All debts created by the so-called State of Texas from and after the 28th day of January, 1861, and prior to the 5th day of August, 1865, were and are null and void; and the legislature is prohibited from making any provision for the acknowledgment or payment of such debts.

Under these provisions the university, though not then recognized to be in any way a matter of concern in the war, suffered great loss by some \$74,804.48 having been received in "Confederate notes" in payment for university lands and turned over to the Confederate States depository. As to other interests involved in the same way no estimates appear to have been presented of the loss to the free-school fund and other special trusts resulting from the State being prohibited from paying any debt involving Confederate money further than appears in a message of Governor Davis (April 29, 1870, already cited).

EXTRAVAGANT SCHOOL ORGANIZATION.

An act of 1871 amended the general school law by providing that the board of education shall apportion the territory of the State anew into convenient educational districts. The State superintendent was authorized to appoint the district supervisors, and the supervisors were to appoint the school directors and could act as examiners of teachers. Thus the school officers were very numerous and involved an expense that was well calculated to exhaust the school fund, if not to bankrupt the State, if the system were maintained. At all events it was too extravagant for maintenance by the counties, many of which were overtaxed and their treasuries depleted to favor the teachers and school officials with increased salaries. The extent to which extravagance was licensed is manifested in the expenditures of the State educational department at Austin, amounting in 1872 to \$96,505, or 20 per cent of the fund, as against \$15,393 expended in 1896, which was but one-half of 1 per cent of the fund.

THE EXISTING ORGANIC LAW.

Among the features affecting education the present organic law (constitution, Art. III, sec. 48) provides for taxation and other public burdens for support of public schools, including colleges and universities established by the State; and further, in section 2, Article VIII, that the legislature may exempt from taxation all buildings used exclusively and owned by persons or associations of persons for school purposes (and the necessary furniture of all schools); and still further,

in section 7, Article VIII, that the legislature shall not have power to borrow or in any manner divert from its purpose any special fund—such as that of the free schools or the university. Section 1 of Article VII makes it the duty of the legislature to establish and provide for an efficient system of public free schools. Section 9 provides for the maintenance of State asylums as being in some sense educational institutions.

Other educational provisions in article 7 of the constitution, as affected by amendments and relating exclusively to the “public free schools,” are as follows:

SEC. 2. All funds, lands, and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads, or other corporations, of any nature whatsoever; one-half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a perpetual public school fund.

SEC. 3. One-fourth of the revenue derived from the State occupation taxes, and a poll tax of \$1 on every male inhabitant of this State between the ages of 21 and 60 years, shall be set apart annually for the benefit of the public free schools, and, in addition thereto, there shall be levied and collected an annual ad valorem State tax of such an amount, not to exceed 20 cents on the \$100 valuation, as, with the available school fund arising from all other sources, will be sufficient to maintain and support the public free schools of this State for a period of not less than six months in each year; and the legislature may also provide for the formation of school districts within all or any of the counties of this State, by general or special law, without the local notice required in other cases of special legislation, and may authorize an additional annual ad valorem tax to be levied and collected within such school districts for the further maintenance of public free schools and the erection of school buildings therein: *Provided*, That two-thirds of the qualified property taxpaying voters of the district, voting at an election to be held for that purpose, shall vote such tax, not to exceed in any one year 20 cents on the \$100 valuation of the property subject to taxation in such district, but the limitation upon the amount of district tax herein authorized shall not apply to incorporated cities or towns constituting separate and independent school districts. [Sec. 3, Art. VII, declared adopted September 25, 1883.]

SEC. 4. The lands herein set apart to the public free school fund shall be sold under such regulations, at such times, and on such terms as may be prescribed by law, and the legislature shall not have power to grant any relief to purchasers thereof. The comptroller shall invest the proceeds of such sales and of those heretofore made, as may be directed by the board of education herein provided for, in the bonds of the United States, the State of Texas, or counties in said State, or in such other securities and under such restrictions as may be prescribed by law; and the State shall be responsible for all investments. [Sec. 4, Art. VII, declared adopted September 25, 1883.]

SEC. 5. The principal of all bonds and other funds, and the principal arising from the sale of the lands hereinbefore set apart to said school fund, shall be the permanent school fund; and all the interest derivable therefrom and the taxes herein authorized and levied shall be the available school fund, to which the legislature may add not exceeding 1 per cent annually of the total value of the permanent school fund; such value to be ascertained by the board of education until otherwise provided by law, and the available school fund shall be applied annually to the support of the

public free schools. And no law shall ever be enacted appropriating any part of the permanent or available school fund to any other purpose whatever, nor shall the same or any part thereof ever be appropriated to or used for the support of any sectarian school; and the available school fund herein provided shall be distributed to the several counties according to their scholastic population and applied in such manner as may be provided by law. [Sec. 5, Art. VII, declared adopted September 22, 1891.]

SEC. 6. All lands heretofore or hereafter granted to the several counties of this State for educational purposes are of right the property of said counties respectively to which they were granted, and title thereto is vested in said counties, and no adverse possession or limitation shall ever be available against the title of any county. Each county may sell or dispose of its lands, in whole or in part, in manner to be provided by the commissioners' court of the county. Actual settlers residing on said lands shall be protected, in the prior right of purchasing the same to the extent of their settlement, not to exceed 160 acres, at the price fixed by said court, which price shall not include the value of existing improvements made thereon by such settlers. Said lands, and the proceeds thereof, when sold, shall be held by said counties alone as a trust for the benefit of public schools therein; said proceeds to be invested in bonds of the United States, the State of Texas, or counties of said State, or in such other securities and under such restrictions as may be prescribed by law; and the counties shall be responsible for all investments; the interest thereon, and other revenue, except the principal, shall be available fund. [Sec. 6, Art. VII, declared adopted September 25, 1883.]

SEC. 7. Separate schools shall be provided for the white and colored children, and impartial provision shall be made for both.

SEC. 8. The governor, comptroller, and secretary of state shall constitute a board of education, who shall distribute said funds to the several counties, and perform such other duties concerning public schools as may be prescribed by law.

Still other educational provisions of the same article of the constitution are those relating entirely to the university, as follows:

SEC. 10. The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people of this State, and styled "The University of Texas," for the promotion of literature and the arts and sciences, including an agricultural and mechanical department.

SEC. 11. In order to enable the legislature to perform the duties set forth in the foregoing section, it is hereby declared that all lands and other property heretofore set apart and appropriated for the establishment and maintenance of the University of Texas, together with all the proceeds of sales of the same, heretofore made or hereafter to be made, and all grants, donations, and appropriations that may hereafter be made by the State of Texas, or from any other source, shall constitute and become a permanent university fund. And the same as realized and received into the treasury of the State (together with such sum belonging to the fund as may now be in the treasury), shall be invested in bonds of the State of Texas, if the same can be obtained; if not, then in United States bonds; and the interest accruing thereon shall be subject to appropriation by the legislature to accomplish the purpose declared in the foregoing section: *Provided*, That the one-tenth of the alternate sections of the lands granted to railroads, reserved by the State, which were set apart and appropriated to the establishment of the University of Texas, by an act of the legislature of February 11, 1858, entitled "An act to establish the University of Texas," shall not be included in or constitute a part of the permanent university fund.

SEC. 12. The land herein set apart to the university fund shall be sold under such regulations, at such times, and on such terms as may be provided by law; and the

legislature shall provide for the prompt collection, at maturity, of all debts due on account of university lands heretofore sold, or that may hereafter be sold, and shall in neither event have the power to grant relief to the purchasers.

Sec. 13. The Agricultural and Mechanical College of Texas, established by an act of the legislature, passed April 17, 1871, located in the county of Brazos, is hereby made and constituted a branch of the University of Texas, for instruction in agriculture, the mechanic arts, and the natural sciences connected therewith. And the legislature shall, at its next session, make an appropriation, not to exceed \$40,000, for the construction and completion of the buildings and improvements, and for providing the furniture necessary to put said college in immediate and successful operation.

Sec. 14. The legislature shall also, when deemed practicable, establish and provide for the maintenance of a college or branch university for the instruction of the colored youths of the State, to be located by a vote of the people: *Provided*, That no tax shall be levied and no money appropriated out of the general revenue, either for this purpose or for the establishment and erection of the buildings of the University of Texas.

Sec. 15. In addition to the lands heretofore granted to the University of Texas, there is hereby set apart and appropriated, for the endowment, maintenance, and support of said university and its branches, 1,000,000 acres of the unappropriated public domain of the State, to be designated and surveyed as may be provided by law; and said lands shall be sold under the same regulations and the proceeds invested in the same manner as is provided for the sale and investment of the permanent university fund; and the legislature shall not have power to grant any relief to the purchasers of said lands.

RESULTS OF "RELIEF LEGISLATION."

Prior to the adoption of the constitution of 1876 the legislature had repeatedly passed acts granting relief to purchasers of school and university lands by extending time for their payments of interest on their purchases. These were generally parties seeking to acquire the lands under the "actual settlers act," which allowed thirty annual installments and required only one-thirtieth of the amount in cash at the time of the purchase. As one result of this indulgence the State failed to collect a large amount of interest due the free schools, besides from \$50,000 to \$60,000 due the university, which still remains uncollected, and is probably entirely lost to the institution on account of so many purchasers forfeiting their land, and most of them after making only the cash payment. Many of the State records were destroyed by the burning of the State capitol in 1881, and the writer is not advised of any official statement of the extent to which the general school fund suffered in the same way as did the university fund, but is aware, as existing records of the attorney-general's office show, that thousands of suits had to be brought for forfeiture of the lands on account of nonpayment of interest on the purchase notes.

EDUCATION OF COLORED YOUTHS.

The provision in Article VII of the constitution for tuition and separate schools for colored children, and that impartial provision

shall be made for both, was a necessary result of the requirements of the "reconstruction acts" of the Federal Congress, and has been in the main observed as closely as circumstances and social conditions will admit, delay in the establishment of the colored branch of the State University being the only remaining cause for special complaint. The State, however, has taken some practical steps, gratifying to the colored people, for their better education by establishing some years ago the Prairie View Normal School, at Alta Vista, near Hempstead, for instructing colored teachers, and latterly by the legislature of 1897 granting a special endowment of 100,000 acres for the "colored branch" of the university. It nevertheless remains that the colored people would prefer, and the public generally would like for them to have, a separate university, with teachers of their own selection, instead of a branch of a university which, as already established, is wholly devoted to the education of white youths.

The grant of 100,000 acres for "the Colored University" may, then, mean an independent rather than a branch institution, as, if it was intended to be limited to the "colored branch of the State University," it should have been so expressed. In this way it may lead to other measures in the direction of endowing an independent establishment for the higher education of colored people, such as may naturally occur to the legislature as the best means for accomplishing such purpose. As to the disposition of the white people in such matters, they have certainly been liberal in the promotion of the education of the negroes, and have twice discarded propositions to limit the fund for educating colored children to the amount collected by the State from colored taxpayers. As the law now stands, the colored scholastic population shares per capita in common with the white children the benefits of the entire school fund.

PRESENT SCHOOL ORGANIZATION.

As the State's school system now exists, independent school districts for grammar and primary schools, subject to subdivision of counties for community schools; changing from community to district and from district to community organization; municipal control of schools in cities, towns, or villages organized for school purposes; local taxation to supplement the school fund apportioned by the State to the counties, and the maintenance of State normal schools and the university and its branches, are the main features of the system.

Counties are divided into school districts subject to control of county school boards and county school superintendents, and these are subdivided for the convenience of community schools upon proper petition to the county authorities. Changes from one system to another are effected by local option or exemptions authorized by the legislature. Cities and towns are allowed to incorporate as independ-

ent school districts with separate school boards and superintendents, and to establish graded and high schools of their own, in addition to their primary and grammar schools, and to share in the benefits of the State school apportionment. Local taxation is allowed to cover expenditures for longer school terms and desired improvements, for which counties and districts, as well as cities, towns, and villages, may also provide in the same manner. New counties as soon as organized are entitled to 4 leagues (17,712 acres) of land, to be selected from the public domain and controlled by them for their own school purposes. In this way the lands come to be embraced in the territory of subsequently organized counties. They are generally sold to good advantage and the proceeds converted into bonds bearing interest for the benefit of the schools of the county to which the lands belong, though located in another county.

LAND SALES AND LEASES.

All school and university lands are of course exempt from taxation and are subject to sale or lease, the school lands being generally preferred by settlers and the university lands being in better demand than heretofore for leasing on account of their being offered by the regents in large bodies to suit stockmen for pastures. Most of the school lands are also leased in large bodies, mainly at 3 cents an acre per annum, which is the rate for the university lands which the regents are holding for leasing in preference to selling. The school lands are being sold as well as leased in considerable quantities, the prices of sales being from \$1 to \$2 per acre, except for well-timbered lands, which are sold at \$5 per acre and are generally bought for the sake of the timber. All sales of school lands are payable, as stated, in thirty annual installments, and at a nominal rate of interest—3 per cent per annum. Some 20,000,000 acres of the unsold lands, embracing nearly all of them, are leased at 3 to 4 cents an acre per annum, but subject to sale under the actual settlers act. The rentals are added to the annual available school fund. The rentals of the university lands, which are leased at 3 cents an acre, are added to the university available fund.

The price for leasing of both the school and university lands for some years prior to 1887, as fixed by the State land board, which existed but a few years, was as high as 6 cents an acre per annum, having been reduced since to meet the decreased demand for grazing lands resulting from the reduced value of cattle, which has lately risen, however, without increasing the price for the lands to correspond with the enlarged demand for pastures.

COUNTY SCHOOL LANDS.

Besides the regular State endowment to the counties, each county, as has already been stated, has a separate special grant from the State

of 4 leagues—17,712 acres. As these lands are sold the interest on the funds instead of the principal, which latter is kept in the State treasury, is applied annually to the support of the county schools. The lands thus granted to the counties, aggregating some 5,856,400 acres, are exclusive of a general reservation of several million acres from the public domain, from which counties remaining unorganized are to have their 4-league grants, making the county grants aggregate, it is estimated, about 10,000,000 acres.

THE AVAILABLE SCHOOL FUND.

The entire amount of available school fund apportioned by the State and counties for 1898 for a scholastic population of 589,551 white and 187,316 colored children over 8 and under 17 years of age was, for whites, \$2,358,204, and for colored children, \$749,264; making a total of \$3,107,468 for 776,867 school children, derived from the school tax of 12½ cents on the \$100 property valuation, and from interest on land notes, leases of school lands, local taxation, and the annual transfer of 1 per cent from the permanent school fund, under what is known as the Jester amendment to the constitution. Funds of the university are limited by the organic law to investments in bonds of the State and of the United States; but the school funds are not confined to these securities, and are mainly invested in county bonds, to an extent proportioned to property values, but limited by the constitutional indebtedness of the counties applying for the loans or purchase by the State of their bonds. Payment of county bonds thus held in trust for the permanent school fund is guaranteed by the State to purchasers to whom the State may sell them, and they are generally in demand at a premium. The State invests the funds for the benefit of the respective counties, and in this way they operate for their local advantage.

The State board of education and State superintendent of instruction are charged with the general direction necessary to enforce the school laws and with making the annual per capita distribution of the school fund based on the scholastic census and fixed by the legislature for all public-school children over 8 and under 17 years of age, the children of the white and colored races being required to be taught in separate schools, and impartial provision to be made for both races.

The annual ad valorem State school tax (subject to change by the legislature) is now 18 cents on the \$100 assessed value of the taxable property of the State; the proceeds of which tax, together with the proceeds of all occupation taxes and \$1 poll tax (exclusive of costs of collection) and the interest from bonds or funds belonging to the permanent school fund, the rentals from leases and sales of school lands, and 1 per cent transferred annually from the permanent school fund, constitute the available resources of the free schools. No part of the public-school fund can be used for the support of any sectarian school.

STATE SCHOOL SUPERINTENDENTS.

The office of superintendent of education has been affected several times by political changes. Originally the direction of the schools and distribution of school funds was largely intrusted as ex-officio duties to some State official. The State comptroller was ex officio State superintendent till the office of superintendent of public instruction was provided for by the constitution of 1866, which, besides, created a board of education, composed of the governor, comptroller, and superintendent. The first State superintendent was Pryor Lea, appointed November, 1866, by Governor Throckmorton, who, with the other State officers, was displaced the following year under the reconstruction acts of Congress, and E. M. Wheelock was appointed by Provisional Governor Pease to serve the remainder of the term. In May, 1871, J. C. De Gress was appointed by Governor Davis to succeed Wheelock, and served until O. N. Hollingsworth was elected to the office, in 1870, on the ticket with Governor Coke.

The office of superintendent of instruction was virtually abolished in 1876 by the legislature making no provision for its support, allowing the board of education a clerk instead. The office was revived in 1884, and the department of education established, with a board composed of the governor, comptroller, and secretary of state, the State school superintendent being ex officio secretary of the board. The change creating the department of education was made by the legislature at the suggestion of the secretary of the board. B. M. Baker, who had been appointed superintendent by Governor Ireland in 1883 (the office being subsequently made elective), was in 1884 chosen superintendent of public instruction, as the law designated the position. Baker was succeeded by O. H. Cooper, elected in 1886 and reelected in 1888. Cooper resigned some time before his second term expired, when, after having declined a professor's chair in the State University, he received the appointment of superintendent of the public schools of Galveston. H. C. Pritchett was selected by Governor Ross to fill Cooper's unexpired term, and was elected to the office in 1890, but resigned before his term had expired in order to resume his original position, which he now holds, as principal of the Sam Houston Normal Institute. J. M. Carlisle, president of the State Teachers' Association, was appointed to the vacancy by Governor Hogg, and, after having been twice elected for successive terms, was succeeded by J. M. Kendall, elected in 1898.

THE PUBLIC HIGH SCHOOLS.

The public high schools in the State now [1898] number 156, including 26 for colored children. In some of the larger cities the buildings are splendid. The Ball High School, in Galveston, one of the largest and

finest in the State, was donated by Mr. John Ball, a banker of that city. The Rosenburg High School, another princely gift, was donated by a Galveston merchant, Mr. Henry Rosenburg. The Allan School, in Austin, lately put into operation by the city as a manual-training department of the Austin High School, is the result of a bequest for such purpose of the value of about \$70,000 in money and city property by John T. Allan, who was treasurer of the State during the administration of Governor Davis. A three years' course of study has been arranged for it by City Superintendent Harris and Professor Hunsdon, principal of the school, including the following subjects: Free-hand and instrumental drawing, joinery, wood carving, turning, pattern making, molding, forging, and machine work. Pupils taking this manual-training course will be required to take, in addition, the following academic courses in the high school: English, six terms; mathematics, five terms; science, three terms; history, three terms, and civics, one term. They will also be instructed in scientific principles relating to labor.

The aim of Mr. Allan, as expressed in his own words, was to found a school in which "shall be taught practical use of tools as well as scientific principles." The appreciation in which the school is held is shown by the following comparative statistics taken from the high-school records for the six terms the school has been in operation, each couplet of figures giving the total enrollment of boys in the high school and the number taking the manual-training course: 57-18; 59-18; 54-20; 67-35; 60-35; 75-50. From these figures it is shown that in less than three years the total enrollment has increased less than 50 per cent, while the manual-training enrollment has increased nearly 200 per cent.

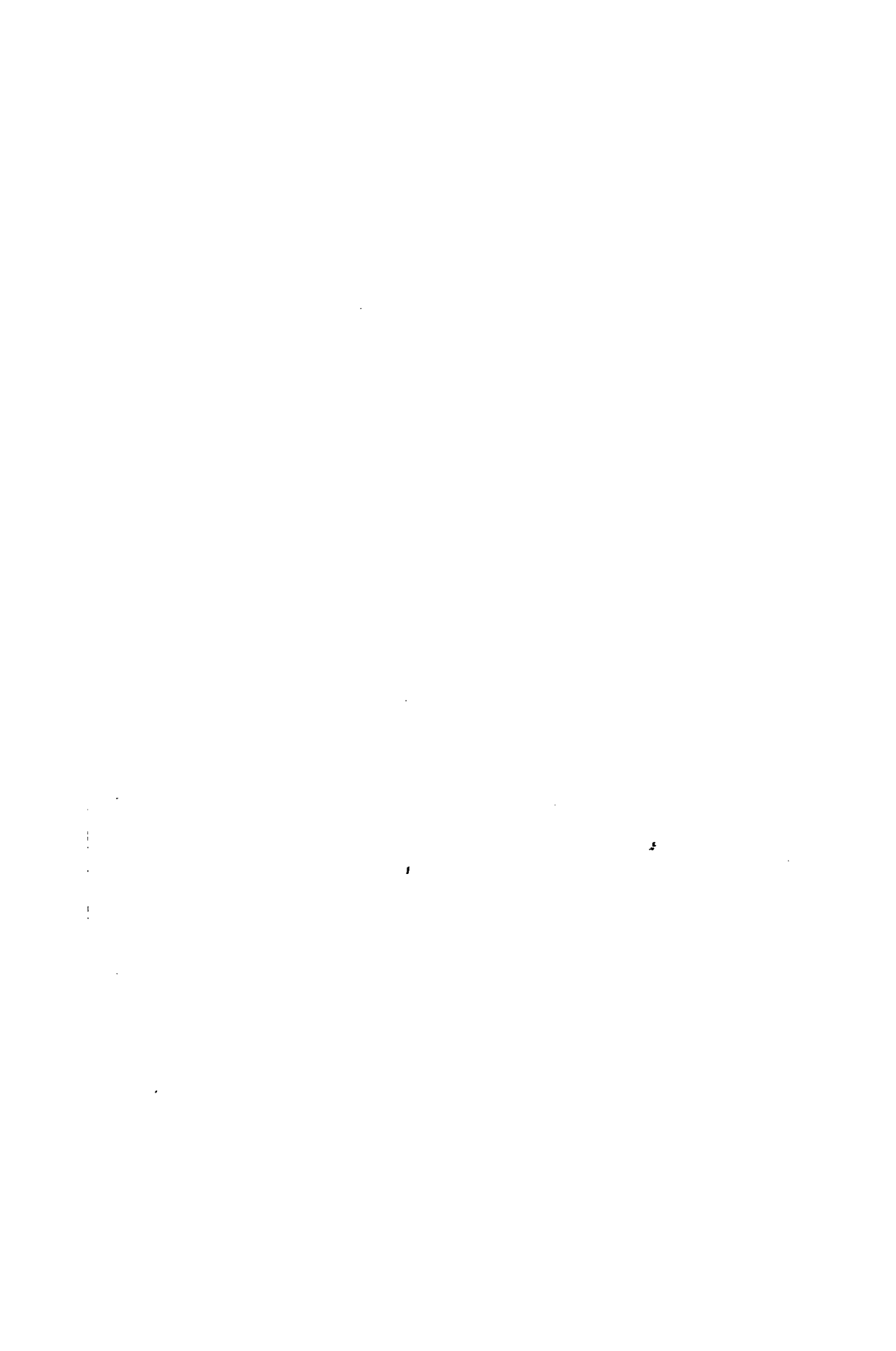
Austin was the first city in Texas to establish a manual-training department in connection with her public schools, and her action has prompted the introduction in the legislature of a bill making provision for such additions in public schools in other cities disposed to promote them. It has been suggested that until the university is provided with a technological department at Austin it would be well to arrange in some way for the university students to have the benefits of the training department of the Allan School.

AFTERMATH OF RECONSTRUCTION.

Under the license incident to revolution, the aftermath of the "reconstruction of the South," was great extravagance in educational matters, not more perhaps in Texas than in Louisiana and some other States. In Texas, taxes were raised and salaries of teachers were increased and school offices multiplied, on account of new and expensive features being added, involving largely augmented expenditures, *without corresponding public benefit, or being at all required.* The



BALL HIGH SCHOOL, GALVESTON.



school ad valorem tax was fixed as high as 25 cents on the \$100 property values. At the instance of Governor Roberts the law was changed so that teachers and their salaries were graded, instead of allowing all teachers the same salary, thereby effecting a great saving in school expenditures. The price of the public lands was reduced, as suggested by the governor, to 50 cents an acre, and provision was made for their readier sale, so as to produce larger revenues for the free schools and establishment of the university. Attorney-Generals Hogg and Culberson subsequently instituted suits by which large quantities of lands granted for railroads were recovered and reverted to the public domain. It was suggested to divide these lands between the free schools and the university, but nothing came of the suggestion.

The reduction in the price of the public lands under what was known as the "50 cents land act" naturally led to largely increased demand for them, but for sometime only a few speculators seemed to notice and take advantage of the fact. But with rapid settlement of the country along the projected lines of railroad the hitherto inaccessible but now more desirable school lands were rapidly acquired to an extent that caused the legislature to repeal the act. Dr. Taylor, of Austin, and Representative Harris, of Galveston, were largely instrumental in getting the law repealed, thus saving large revenue to the State from the increased value of the lands.

STATUS OF THE SCHOOL LANDS.

In his biennial report recently presented to Governor Culberson, Hon. A. J. Baker, State land commissioner, makes an important statement of the status of the school lands as affected by a late decision of the supreme court in the case of *Hogue v. Baker*:

In that case the respondent answered that the public free school fund, which was entitled to one-half of all the unappropriated public domain of Texas at the date of the adoption of the constitution of 1876, had been outstripped by the location and appropriation of the said lands for other purposes by more than 10,000,000 acres of land, and that what was left of the unappropriated public domain, to wit, 3,853,694 acres, should be held for the use of that fund, and there was, therefore, no lands subject to homestead entry.

It will be noted from the trend of this opinion that many locations, made since the adoption of the constitution of 1876, which were not accompanied by a survey for the public free school fund of like amount, are affected by it in more or less degree and may demand serious consideration by you in calling attention of the legislature to it. * * *

Approximately, there was within the limits of the State of Texas when the constitution of 1876 was adopted 75,961,277 acres of unlocated public domain. Since the adoption of that constitution there has been located and surveyed for various purposes (which are stated) 72,107,583 acres, which, deducted from the 75,961,277 mentioned, leaves 3,853,694 acres of unsurveyed public domain now on hand. There has been recovered from railroad companies 1,389,130 acres, and located and surveyed out of the public domain since the adoption of the constitution of 1876 about 11,250,881

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acres, against which the State common school fund got no alternate amount or like quantity.

It will be observed from an analysis of tables presented that at the time of the adoption of the constitution of 1876 the public free school fund was entitled to about 37,961,277 acres of the unappropriated public domain, against which there has been surveyed and returned by railway companies and other persons 23,970,000 acres, leaving a deficit of about 9,879,921 acres due to that fund.

The commissioner, however, suggests that the deficit stated will "have to be met out of some or all of certain items which are named, including 1,000,000 acres of the university, unless the necessary amount of lands can be obtained from other sources, which," he says, "ought to be done so as to protect the title of all persons who hold the evidence of title under the seal of the State;" and as a remedy he further suggests that the State also pass to the credit of the public free school fund the amount already received by the State for the other half of the scrap purchases of what are known as "scrap lands" and charge it to the debt due the school fund by the State. To do this, he argues, it would only be necessary for the State to assume the debt for which she has already received the money, and pay interest on the same to the school fund annually, the true amount of which can be obtained from the treasurer's books. By this course the demands of the school fund would thus be satisfied to that amount, to wit, 4,131,617 acres, which quantity, added to the railway recoveries and the amount now estimated to be unsurveyed, would probably very nearly or quite balance the deficit.

ALL FOR THE SCHOOL FUND.

Under the land commissioner's showing, if correct, the school fund gets every acre in sight of the unappropriated public domain, leaving nothing for the university, the asylums, or other State institutions. And it may be (as it does not certainly appear what amount of public domain there was at the time of the adoption of the State constitution of 1876) that an investigation, which Commissioner Baker suggests be authorized by the legislature, will show that the present apparent deficit in the school lands does not exist. Evidently the old accounts and records of the office were not as clearly kept as they should have been.

Commissioner Baker sums the lands of the school fund as follows:

| Lands. | Number of sales. | Aggregate acres. |
|-----------------------|------------------|------------------|
| Patented..... | 9,119 | 3,772,054 |
| Forfeited..... | 20,643 | 9,797,692 |
| In good standing..... | 20,200 | 9,013,073 |
| Total..... | 49,962 | 22,582,819 |

There are now on the market, he states, 20,554,365 acres belonging *to the fund*. Total acres under lease, less university lands, at the close

of August 31, 1896, 6,656,752; total acres leased from September 1, 1896, to August 31, 1896, 9,700,780. Grand total acres leased 16,357,532. Leases terminated by cancellation, expiration, and sales amount to 5,071,097 acres. Total under lease August 31, 1898, 11,286,435 acres.

For the university 2,221,400 acres have been surveyed, of which 211,085 acres have been sold, embracing mainly nearly all the land of the 50 leagues originally granted by the Republic of Texas.

SUMMARY OF EDUCATIONAL ENDOWMENTS.

According to the annual report of Hon. R. W. Finley, State comptroller, for the fiscal year ending August 31, 1898, and the report recently rendered by Land Commissioner Baker, the total educational endowments of Texas may be summed as follows:

Permanent school fund:

| | |
|--|---------------|
| State bonds | \$2, 173, 100 |
| County bonds | 3, 186, 115 |
| Railroad bonds | 1, 262, 340 |
| Cash balance | 967, 157 |
| Value of land unsold, 20,554,365 acres, say | 41, 108, 730 |
| Interest-bearing land sale and notes (estimated) | 17, 000, 000 |

| | |
|--|--------------|
| Total value of permanent fund | 65, 697, 442 |
| Cash balance available school fund | 97, 790 |

| | |
|---|--------------|
| Total permanent and available funds | 65, 795, 232 |
|---|--------------|

County school fund:

| | |
|---|--------------|
| Value of land, 5,856,400 acres, say | 11, 712, 800 |
| Land reserved for unorganized counties, say | 6, 000, 000 |

| | |
|---|--------------|
| Total value State and county school funds | 83, 508, 032 |
|---|--------------|

Permanent university fund:

| | |
|---|-------------|
| Bonds held in trust by the State | 578, 540 |
| Cash balance to credit of permanent fund | 2, 374 |
| Land unsold, 2,010,315 acres, say | 4, 020, 630 |
| Interest-bearing land sales and notes, say | 500, 000 |
| Federal endowment Agricultural and Mechanical College | 209, 000 |

| | |
|--|--------------|
| Grand total educational endowments | 88, 818, 576 |
|--|--------------|

August 31, 1898, there was a cash balance of \$22,477 to the credit of the available fund of the university, and \$2,074 to the credit of the Agricultural and Mechanical College fund.

SUPPOSED SCHOOL-LAND DEFICIT.

In the face of Land Commissioner Baker's statement of a deficiency in the lands due by the State to the free-school fund, and consequent apprehension as to their titles in the minds of holders of such lands, investigations as far as made by a special committee of the legislature

indicate, as stated in an interview with Senator Potter, chairman of the committee, that there is no such deficiency as 9,000,000 acres, and that Commissioner Baker must have erred by embracing in his estimate several million acres in certificates issued but never legally located, or land granted for them. Senator Potter says:

Doubtless there is yet enough on hand of the public domain to fully compensate the common-school fund without disturbing the titles or location and settlement of any of the people of the State. The estimated area of the State is 175,594,860 acres, and in 1877 the estimated liabilities to the public domain aggregated 127,724,333 acres. So it is hard to conceive, if this is correct, how, as now reported by Commissioner Baker, the public domain at the time of the adoption of the constitution in 1876 amounted in round numbers to 75,000,000 acres, half of which constitutionally belonged to the school fund and the other half to the State, and that the State appropriated about 9,000,000 acres more than belonged to her. Of course, the State will take whatever steps are necessary to protect the people in their homes and confirm the titles granted by the State.

LANDS RESERVED FOR UNORGANIZED COUNTIES.

There are 18 counties remaining unorganized in Texas, all in the western section of the State, and each entitled to 17,712 acres of the public domain held in reserve for them. On the other hand, there are some eighty-odd counties, covering about one-third of the State, in which the school lands are situated, and fully three-fourths of the lands have for years been open to settlement and for over twelve years have been accessible to railways and other facilities tending to promote agriculture, and yet, though mainly suited for pasturage, are subject to the restrictions of the "actual settlers act," settlers being allowed to locate their homes anywhere there are not resident occupants in the limits of the pastures. At most, there are but a few hundred children of the scholastic age, according to the census, within the limits of these unorganized counties, which have about 400,000 acres of the best land in the western section of the State, but the nature of the country is such as precludes the prospect of sufficient population to support any system of public schools for a long period. Then why, it has been suggested, should the State husband a fund for so remote a population at the expense of the necessities of one which now exists, and must necessarily increase its needs? Why is the State withholding from practical use millions of acres of land which should now be yielding hundreds of thousands of revenue per annum, and, worse than all, operating under a fiscal management, upheld by the constitution, which gives to each school child in some counties \$4 or \$5 and in others \$20 to \$30? Why not have a constitutional convention to change such abnormal conditions?

There are some irregularities resulting from the per capita distribution of the school fund in Texas by reason of counties which, on account of having small property assessments, contribute but a small

amount to the general school-fund tax, and yet by virtue of large scholastic population, mainly where Mexicans or negroes predominate, receive a large per capita share of the tax; and in some of them, although a great proportion of the children are of Catholic parentage and attend the parochial schools of that church, instead of the public schools, the per capita distribution being applied to all children alike, such counties receive an allowance largely disproportioned to the actual free-school attendance. The Catholics protested against any proposition to deprive them of the full benefits of the fund by limiting the apportionment to the school attendance, claiming that all children of the scholastic age were properly beneficiaries of the law, whether the pupils were enrolled in the public or Catholic schools; and as in Louisiana many parishes which did not have a public school, but had paid the school tax, claimed the sums appropriated for them, so with like reason the Catholics in Texas claimed for the use of their parochial schools a proportionate share of the general school fund, to which they had contributed by taxation. But the State authorities ruled that the fund must be applied exclusively for the use of the children attending the public schools.

As shown in a course of lectures on Texas history by Judge Fulmore, some counties have such a large per capita school fund of their own, from various sources, that they do not need the State per capita, so much more needed in other counties, but distributed to all alike. For this reason he advocates local taxation as each county may need, instead of taxation of the counties by the State for school funds for redistribution to the counties.

RACE DISCRIMINATIONS.

After the war there were no such disturbing efforts in Texas as were made in some other States to associate colored with white children in the public schools. This was due to the Texas constitution being changed by the one of 1869 to accord with the inhibition by the reconstruction acts of Congress against "race discriminations," followed by the State providing separate schools for colored children, and taking such other action in behalf of the colored people as served to curb any spirit of dissatisfaction on their part.

It is of applicable interest, however, to note how Texas was not alone in the besetment of various matters of difficult adjustment in educational affairs and how similar conditions were differently treated and resulted in other States. The constitution of 1868 of Louisiana, like that of 1869 of Texas, contained stringent provisions against "race discriminations;" but while the Louisiana constitution provided that there should be "no separate school or institution of learning established by the State exclusively for any race," Texas specially provided by law for such schools. The results were that while such

matters were quietly enough adjusted to the new order of things in Texas, "the days of reconstruction," as Mr. Fay states in his history of education in Louisiana, "were bitter days, showing the inexpediency of commingling the two races in social ways, the laws not being really observed on account of lacking that indispensable requisite of popular government, the consent of the governed." "As far as the laws were enforced," Mr. Fay adds, "it amounted to the exclusion of the whites from the public schools." Subsequently, in 1877, State Superintendent of Instruction Lusher, in his public report stated:

The senseless inhibitions of the constitution of Louisiana had generally been disregarded in the rural parishes, and the system of public education has steadily gained favor from the public mind only where separate schools for white and colored children, respectively, were established and maintained. In New Orleans nine-tenths of our colored fellow-citizens prefer separate schools for the education of their children.

Fortunately, what at first and for some years appears to have been a seriously perplexing difficulty seems to have been permanently adjusted.

TEXT-BOOK LAW.

The State has but recently adopted the method of providing by law for a uniform system of text-books; not, as in California, by the State printing them, but by selection of the books by a text-book board and competition of publishers for supplying them for the public schools, the larger cities of the State being exempt from its provisions. The result so far is claimed to have been satisfactory, but in Texas, as in some other States, a degree of influence appears to have been brought to bear which, perhaps, has not resulted in the best selections being made. The bids of one large publishing house were ignored on account of partisan opposition to "book trusts," claimed to be represented by the bidding company; and while, *ceteris paribus*, it was fairly enough aimed to give Texas and other Southern authors the preference in the selection of the books, the *ceteris paribus* does not appear to have been fully established or regarded. The inmates of the Confederate Home made a bitter protest against the United States history selected, on the ground that it did not do justice to the Confederates. Indeed, it is very difficult to write a perfectly fair and impersonal history, involving records of great importance and subtle and impartial analyses, and especially one that will draw the lines properly as to the merits of both sides in such a remarkable conflict as the American civil war. In fact, any system of selecting and supplying the books, except by open competition with authors and publishers, seems liable to the dangers of nepotism, or some sort of favoritism, or interested business influence.

As to the question of State publication, the report of the text-book board to Governor Culberson seems conclusive against the system, and is here presented on account of the careful and very instructive information which it conveys on so important a subject:

AUSTIN, TEX., *January 10, 1899.*

His Excellency C. A. CULBERSON, *Governor.*

DEAR SIR: We, the State text board, in compliance with section 15, chapter 164, acts of the regular session of the twenty-fifth legislature, the same being the uniform text-book law, submit to you the following report in reference to the State publication of common-school text-books:

The State superintendent, acting for this board, sent the following questions to all the State superintendents of the United States:

"1. Has your State a uniform series of text-books?"

"2. Has your State had any experience in State publication of text-books? If so, please state whether favorable or unfavorable.

"3. Do you think State publication advisable?"

"Please send any printed matter you may have concerning State publication."

Replies to these questions were received from the superintendents of a large number of States. To the first, second, and third questions the answers were "No," except as follows:

The superintendent of public instruction of Florida answered "No" to the first and second questions, and to the third replied: "Yes; if the proper men are at the helm."

The superintendent of public instruction of Vermont replied "No" to the first and second questions, and to the third question he replied: "Under certain conditions."

The superintendent of public instruction of California replied as follows: To the first question "Yes;" to the second question "Yes." "The cost of publication and printing is excessive, and the character of the product—the substance—is mediocre." To the third question he replied "No." He also sent a copy of the seventeenth biennial report of the State, which contains much information in reference to the experiment of State publication. The experiment was begun in that State in 1885. The State appropriated for this purpose, from 1885 to 1895, \$478,505.47; of the funds received for sale of books there has been used in paying the expenses of publishing text-books \$594,749.36, making a total expended in publishing text-books of \$1,073,254.83.

The receipt from the sale of books, with the value of unsold books and material on hand, amounts to \$767,931.31. This is \$305,323.32 less than the total outlay. The State has a printing plant valued by the State printer at \$189,330.47, which, subtracted from the \$305,323.32, leaves a net loss of \$115,942.87. Even with this loss the State is selling its books at higher prices than are being paid for similar books bought in the open market. To show the difference in the prices paid for books in California and Texas, the one with State publication and the other with a uniform State text-book law, the following comparison of prices is given:

The 3 readers of the California old series, which had to be revised after having been in use from 1886 to 1894, only eight years, sell for \$1.25, while the first 3 books of the Texas series sell for 72 cents at retail and 45 cents at exchange prices, and the 5 books of the Texas series sell for only \$1.52 at retail and 87 cents at exchange prices. The 4 revised readers of the California series sell for \$1.64, against \$1.07 retail and 62 cents exchange for the first 4 books of the Texas series, and \$1.52 retail and 87 cents exchange for the 5 books of our series. In these estimates the number of pages in the books is not taken into consideration, as the number of pages in each of the California books is unknown to the board.

finest in the State, was donated by Mr. John Ball, a banker of that city. The Rosenberg High School, another princely gift, was donated by a Galveston merchant, Mr. Henry Rosenberg. The Allan School, in Austin, lately put into operation by the city as a manual-training department of the Austin High School, is the result of a bequest for such purpose of the value of about \$70,000 in money and city property by John T. Allan, who was treasurer of the State during the administration of Governor Davis. A three years' course of study has been arranged for it by City Superintendent Harris and Professor Hunsdon, principal of the school, including the following subjects: Free-hand and instrumental drawing, joinery, wood carving, turning, pattern making, molding, forging, and machine work. Pupils taking this manual-training course will be required to take, in addition, the following academic courses in the high school: English, six terms; mathematics, five terms; science, three terms; history, three terms, and civics, one term. They will also be instructed in scientific principles relating to labor.

The aim of Mr. Allan, as expressed in his own words, was to found a school in which "shall be taught practical use of tools as well as scientific principles." The appreciation in which the school is held is shown by the following comparative statistics taken from the high-school records for the six terms the school has been in operation, each couplet of figures giving the total enrollment of boys in the high school and the number taking the manual-training course: 57-18; 59-18; 54-20; 67-35; 60-35; 75-50. From these figures it is shown that in less than three years the total enrollment has increased less than 50 per cent, while the manual-training enrollment has increased nearly 200 per cent.

Austin was the first city in Texas to establish a manual-training department in connection with her public schools, and her action has prompted the introduction in the legislature of a bill making provision for such additions in public schools in other cities disposed to promote them. It has been suggested that until the university is provided with a technological department at Austin it would be well to arrange in some way for the university students to have the benefits of the training department of the Allan School.

AFTERMATH OF RECONSTRUCTION.

Under the license incident to revolution, the aftermath of the "reconstruction of the South," was great extravagance in educational matters, not more perhaps in Texas than in Louisiana and some other States. In Texas, taxes were raised and salaries of teachers were increased and school offices multiplied, on account of new and expensive features being added, involving largely augmented expenditures, *without corresponding public benefit, or being at all required.* The



BALL HIGH SCHOOL, GALVESTON.

districts, where they are shorter, for want of local taxes, than in towns and cities. It is presumed the law under which 1 per cent of the permanent fund is carried annually to the available fund will be repealed, and thus the annual apportionment reduced about \$168,000. If so, and if local taxes are impracticable in these communities, no question of greater public utility will claim your attention than the expediency, in my judgment clear, of increasing the general school tax to 20 cents; for after all else is done, after all other energies are spent, the strength and grandeur of the State must rest upon education and intelligence.

Turning from the common schools, it will be seen that the higher educational institutions have also made gratifying progress. The attendance of students at the Prairie View Normal School, as compared with the preceding four years, has been maintained, with substantial increase in appropriations and benefits. For the past two years an increased appropriation of \$25,000 was made, and the number of students rose from 350 to 525 at the Sam Houston Normal Institute. Between 1894 and 1898 the scholarship students increased from 345 to 373. The number of students at the Agricultural and Mechanical College in 1894 was 313, and in 1898 it was 381. Valuable permanent improvements were made at this college the past year, consisting of residences for professors and a mess hall, at a cost of \$28,000.

The governor alluded only in general but quite complimentary terms to the university. His statement that "the school fund now aggregates approximately \$45,000,000," appears correct if the unsold school land be estimated at \$1 instead of \$2 as presented in the writer's summary of educational endowments. However, as \$1 an acre is the State's prevailing price for such lands, it is perhaps the proper basis for an estimate at this time, unless the fact be taken into consideration that they are constantly appreciating in value with the development of the State, and will in the aggregate command much better prices for the greater portion of them before much of the land is sold.

Governor Sayers, in his first general message to the legislature, January, 1899, makes several important recommendations as to the free-school fund. Referring to the fact that "the comptroller in his last annual report gives information that there was in the treasury December 1, 1898, the sum of \$1,134,247 to the credit of the permanent school fund which could not be invested because of the inability of the board of education to purchase at par county bonds which bear not less than 5 per cent interest, and that private capital had acquired all such bonds as were desirable, either at a less rate of interest or by paying premiums for them," the governor recommends that the board be authorized to exercise their discretion in the purchase of such character of securities. "I am led to the conclusion," he adds, "that next to the bonds of the United States, and those of our own State and counties, those of many of the other States of the American Union come in point of safety and desirability." He is opposed to investing the fund in railroad securities on account of their fluctuating and uncertain values. As a salient example, the governor could have cited the great loss annually of about \$100,000 from the holdings of the Johns Hopkins University in the stock of the Baltimore and Ohio Railroad. Such

school ad valorem tax was fixed as high as 25 cents on the \$100 property values. At the instance of Governor Roberts the law was changed so that teachers and their salaries were graded, instead of allowing all teachers the same salary, thereby effecting a great saving in school expenditures. The price of the public lands was reduced, as suggested by the governor, to 50 cents an acre, and provision was made for their readier sale, so as to produce larger revenues for the free schools and establishment of the university. Attorney-Generals Hogg and Culberson subsequently instituted suits by which large quantities of lands granted for railroads were recovered and reverted to the public domain. It was suggested to divide these lands between the free schools and the university, but nothing came of the suggestion.

The reduction in the price of the public lands under what was known as the "50 cents land act" naturally led to largely increased demand for them, but for sometime only a few speculators seemed to notice and take advantage of the fact. But with rapid settlement of the country along the projected lines of railroad the hitherto inaccessible but now more desirable school lands were rapidly acquired to an extent that caused the legislature to repeal the act. Dr. Taylor, of Austin, and Representative Harris, of Galveston, were largely instrumental in getting the law repealed, thus saving large revenue to the State from the increased value of the lands.

STATUS OF THE SCHOOL LANDS.

In his biennial report recently presented to Governor Culberson, Hon. A. J. Baker, State land commissioner, makes an important statement of the status of the school lands as affected by a late decision of the supreme court in the case of *Hogue v. Baker*:

In that case the respondent answered that the public free school fund, which was entitled to one-half of all the unappropriated public domain of Texas at the date of the adoption of the constitution of 1876, had been outstripped by the location and appropriation of the said lands for other purposes by more than 10,000,000 acres of land, and that what was left of the unappropriated public domain, to wit, 3,853,694 acres, should be held for the use of that fund, and there was, therefore, no lands subject to homestead entry.

It will be noted from the trend of this opinion that many locations, made since the adoption of the constitution of 1876, which were not accompanied by a survey for the public free school fund of like amount, are affected by it in more or less degree and may demand serious consideration by you in calling attention of the legislature to it. * * *

Approximately, there was within the limits of the State of Texas when the constitution of 1876 was adopted 75,961,277 acres of unlocated public domain. Since the adoption of that constitution there has been located and surveyed for various purposes (which are stated) 72,107,583 acres, which, deducted from the 75,961,277 mentioned, leaves 3,853,694 acres of unsurveyed public domain now on hand. There has been recovered from railroad companies 1,389,130 acres, and located and surveyed out of the public domain since the adoption of the constitution of 1876 about 11,250,881



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\$300,000 has been received from the State and about \$60,000 from the Peabody fund.

The school opened October 10, 1879, with Bernard Mallon as principal. Coming here, he had said that he would make this his last and best work. But the life of this noble man, much loved and so much lamented, was near its close. On the 21st day of the same month in which the school opened he entered upon his rest. H. H. Smith succeeded Professor Mallon, and continued in charge of the school to the close of the second session.

The third annual session opened on the 26th day of September, 1881, with J. Baldwin as principal. Coming in the full maturity of his powers, Dr. Baldwin for ten years gave his entire thought to the work of developing the institute as a normal school and placing it on a permanent basis. The course of study was extended, the number of teachers and students gradually increased until, in 1891, the twelfth school year closed with a faculty of 11 teachers and 320 students. The great success attained by the school was due in a large measure to the energy, zeal, and devotion of Dr. Baldwin to the work. In August, 1892, he was called to the chair of pedagogy in the University of Texas, and, at the request of the friends of the normal, H. C. Pritchett resigned the office of superintendent of public instruction to accept the principalship of the institute. Under his management the school has continued to prosper, and is in the highest sense a State school for educating and training teachers for our public schools. The present enrollment numbers 458 students. The Houston memorial hall, in the new building, is one of the largest and best audience halls in the State. It is 98 feet long, 71 feet wide, and will seat comfortably 1,500 people. It contains an historic memorial window in honor of General Houston, procured by the contributions of the students and friends. In addition to the above, it contains a beautiful Peabody memorial window, purchased by the local board.

The different chairs, showing the scope of instruction and members of the faculty, in which lady teachers notably predominate, are, H. C. Pritchett, principal, history and science of education, psychology, methods of teaching; H. F. Estill, Latin, school management, civics; Miss L. W. Elliott, English history and literature; Miss Lulu McCoy, reading, drawing, and penmanship; J. L. Pritchett, mathematics; R. B. Halley, geography, physics, chemistry; W. M. Coleman, physiology, natural history, geology; Miss Annie Estill, gymnastics; Miss Bertha Kirkley, assistant in Latin and history; Miss Sue Smither, assistant in mathematics; Mrs. Rosa Buchanan, grammar and rhetoric; Miss Ida Lawrence, history and geography; Mrs. Mary Finch, music and United States history; Miss Anna C. Loring, assistant in drawing and elementary mathematics; Miss Augusta Lawrence, assistant in

natural science and geography; Miss Ella Smither, assistant in Texas history, and librarian.

Dr. Baldwin, so long principal of the institution, died recently at his home in Austin.

In their catalogue announcements the institute authorities make the following frank and characteristic statements as to "Persons who should not enter the normal:"

If you desire to prepare for the study of law, medicine, or theology, do not come to the normal.

If you wish merely to obtain a general education, do not come to the normal.

This is not a reform school. It is not a place for children. Boys or girls incapable of self-control should not enter the normal.

If you have not completed a course of study that would fit you to enter a good high school, you can not be profited by our work, and should not apply for admission.

Our work is special, and will suit none but those preparing for the teacher's profession. If you wish to teach in our country schools, our city schools, or high schools, we can give you good instruction by trained and skillful teachers, with all needed helps in the way of apparatus, libraries, etc., and special professional training that will be most valuable. But the normal school is not a college or university. If you are merely seeking to obtain a general education to prepare yourself for other than the teacher's profession, do not come here. Our work will not suit you, and we will not be satisfied with you. Only those desiring to prepare for the great work of the teacher should come to the normal.

The institution is subject to the control of the State board of education, which appoints the local boards.

The entire property of the school is valued at \$150,000 in grounds and buildings and \$15,000 in apparatus and library.

PRAIRIE VIEW STATE NORMAL.

Industrial education is the prominent, if not general, element of instruction in the normal school which was at first established in 1878 at Prairie View, near Hempstead, as an agricultural school for colored boys, and, seeming to prosper on the original plan, was in 1879 organized under the legally constituted direction of the Agricultural and Mechanical College authorities as a State normal for the training of teachers for the colored schools. As the managers now report to Governor Culberson:

The agricultural and mechanical department for the male and the special industrial department for the female students are in a most prosperous condition, and have added greatly to its popularity and usefulness without interfering with the normal feature of the school.

The report adds:

It is hoped that the university for higher classical education of the colored youth of Texas will eventually be located at this school. This can be done at comparatively little expense to the State by the addition of a few buildings and teachers, and by this means the colored people could obtain an industrial and classical education. The former, all will admit, would be of untold advantage in connection with the

higher education, especially to the negro race. We are informed that the negroes throughout the State are practically unanimous in favor of this university plan. We particularly invite your excellency's careful attention to this matter. We believe it would be a great saving to the State and expedite the establishment of the colored university which has so long been asked for by the negro race, and at a point that can not be excelled in all suitable respects anywhere in the State. * * * The average attendance at this school is about 150. Up to the date of filing this report we have for the current year enrolled 165 pupils. Of these, 46 are State students and are required to pay only the matriculation and medical fees. By provision of the board of directors each State senator is allowed to appoint one of these State students from his senatorial district, and each director appoints three from the State at large. Consequently these free students are distributed throughout the State.

It is proposed to increase the number of State students by giving senators and representatives the appointment of one student each, making 159 in all, each student to pay one-third of the school expenses, instead of being entirely maintained, as heretofore, at the expense of the State. Texas appropriates annually about \$10,000 for maintenance of State students, besides several thousand dollars annually for the industrial branches, independent of such appropriations as may be allowed for improvements, etc. The receipts of the school, which are exclusive of appropriations, were \$13,647 from pay students and other sources from March 15, 1895, to September 1, 1896. The property of the school is inventoried at an aggregate of \$93,872, including 1,500 acres of land, valued at \$15,000; academic brick hall, \$22,500; girls' brick dormitory, \$25,000; girls' frame dormitory, \$3,000; two boys' dormitories, \$1,000; brick mess hall, \$8,000; six teachers' cottages, \$4,500; principal's residence, \$1,000; and minor items. The school gets one-fourth of the amount of the Congressional annual provision allowed the State of Texas in aid of colleges of agriculture and the mechanic arts.

The present school registry embraces 87 male and 78 female students. The girls, in addition to academic instruction, are taught the "theory of household economy," sewing, cooking, housekeeping, laundry work, etc. The teachers are all fairly well educated colored men and women. The first principal of the school was L. W. Minor, appointed in June, 1878, his successors being E. H. Anderson, who died soon after his appointment; L. C. Anderson, brother of the deceased, appointed in 1884, and E. L. Blackshear, the incumbent of the position, who was appointed in 1896.

The history of the Prairie View school is logically more or less alluded to in that of the State University and the Agricultural and Mechanical College on account of its quasi connection through the college with the university, and its establishment being so far the only provision made by the State in lieu of the branch of the university contemplated by the constitution for the higher education of colored youth.

The report of the principal of the school, Prof. E. L. Blackshear, presents the following favorable statements:

As a normal school Prairie View steadily grew and prospered. Its graduates are found in all parts of the country, making commendable records as teachers in the schoolroom and as citizens in the community. There is a great demand everywhere among our people for teachers of character, culture, ability, and professional skill, and Prairie View must help to supply this demand.

The elevation of the negroes of Texas to that standard of development where they can be a harmonious and helpful factor in the life of the State concerns every patriot and statesman. This can be done only by giving them proper education. It is the personality of the teacher—the direct, immediate influence of his mind and character upon the pupils—that educates. As is the teacher so is the school, so are the scholars. Excellent systems of public instruction and liberal appropriations therefor are valueless and ineffective without true teachers. There is no economy in poor teachers at any price. The State is expending annually large sums of money for the impartial education of all the children in her borders, and this money is worse than wasted unless skillful and devoted teachers are employed to carry out the spirit and letter of her school laws. Hence the necessity of maintaining a normal school for the preparation and training of a sufficient number of the right kind of teachers for the colored schools. Results thus far have amply demonstrated the wisdom of the directors in establishing and of the State in maintaining Prairie View State Normal School.

The work of a colored teacher involves special difficulties. He is more than a teacher; he is a missionary of civilization, teaching the fundamental duties of society and citizenship. Believing that the colored people of Texas needed not only trained, intelligent, moral teachers, but trained, intelligent, moral mechanics and farmers as well, the board of directors some years ago established here, in connection with the normal school, an agricultural department and a mechanical department, so that now the pupils of our school can learn not only the elements of language, history, mathematics, and science, but the practical arts of life and modes of living as well.

The importance of the industrial element in education is recognized by all, and its special importance to the negro, who is just now laying the basis for his social development, is easily apparent. Industry, intelligence, and morality are the trinity that must maintain the unity of a progressive society. The masses of the negroes, engaged as they are in agriculture and other forms of manual labor, must learn the industrial virtues of frugality, economy, promptness, energy, accuracy, and reliability; must mix brains, skill, and character with their efforts before their labor can become desirable and properly productive. The South has always preferred negro labor, but even the Southern people have grown weary of the unreliability, shiftlessness, and unskillfulness of much of the negro labor. Thus the conclusion is inevitable that unless the negro laborers become intelligent, skillful, and reliable, they are doomed to serfdom and extinction. But give them industrial training, along with appropriate intellectual and moral training, and they will become a very helpful and important element in the development of the resources of the South. The colored boys should have opportunity to get insight and training into the modern methods of agriculture. The educated colored farmer will reflect credit on his community and on his State.

While the negroes need the opportunities of industrial training, the opportunity for higher education can not be justly denied those who evince talent and have desire in that direction. Recognizing this fact, a committee is at work on a higher course of study, in anticipation of the proposed gradual conversion of the Prairie View school into a university for the colored youth of the State, which shall include, in addition to its present departments, an academic department with its various subsidiary schools.

It was following the civil war, and in keeping with a disposition to afford to the freedmen of the State better means for the education of their children, leading to provision being made in the constitution of 1876 for a "branch of the university for the education of colored youth," that the sixteenth legislature, in 1879, passed the law for the organization and support of the normal school at Prairie View, formerly Alta Vista, in Waller County, near Hempstead, for "the preparation and training of colored teachers." By placing it under the control of the Agricultural and Mechanical College directory, it was sought to have it recognized as virtually a branch of the college branch of the university, and thus indirectly by such correlation entitled to some benefit from the university fund by making appropriations for it from that fund. Some of these, it seems, were allowed, till Comptroller Brown raised and successfully adhered to the objection that such appropriations were not constitutional—an issue which was certainly quite correct, if for no other reason than the fact that the school was not the branch of the university required by law, for that was to be located at Austin. The legislature having, however, insisted on making such provision for it from the university fund, Governor Roberts was at first inclined, in opposition to the views of the comptroller, to regard the appropriations as a tacit recognition of the school by the legislature as a substituted branch of the university for the benefit of the colored people, and to treat it accordingly. But the idea that the school as a branch of the college, which itself was only a branch of the university, could claim succor from the university fund, while presenting the anomaly of being succored by that fund as if it were a branch of the main institution instead of being a dependency of the dependent college branch, was too clearly an assumption, however desirable the effort to establish the colored branch. The legislation was too indirect to hold, and the result was that no further appropriations for the school from the university fund were attempted; but the school has since been liberally maintained by the State from other means, and is a source of great satisfaction to the colored people, short of a university of their own, operated independently of the existing university.

The last session of the legislature passed an act making a grant of 100,000 acres of land for a "colored branch," as it is called, of the State University, the bill being introduced and ably advocated by Representative Smith, of Colorado County, a Republican, and the sole colored member of the legislature. It was supported also by a number of prominent members in both houses, as a platform measure meeting little, if any, opposition in either body. Further than this action no practical step has been taken to put the matter into effect, and it unfortunately transpires, under recent investigation and rulings of the State authorities, that no public domain appears to be left from

which to set apart the grant. Various suggestions, however, have been made with reference to establishing the school—one looking to purchasing for it the property of the Tillotson Institute, a school for educating negroes which has been in operation many years at Austin, and another to establish it at Prairie View and make the school there a normal department of the new establishment. A more radical proposition, involving constitutional amendment, is to establish the branch for colored students in the Agricultural and Mechanical College premises at Bryan, for which the grounds and buildings are suitable—provided, of course, the change can be made acceptable to the people of that section—and remove the college from Bryan to Austin and merge its managing board and the university board into one body of regents and unite the college and university faculties also into one body for a new faculty; or, as there is nothing in the constitution fixing the college at Bryan, simply amend the statutes on the subject so as to locate both the college and the colored branch of the university at Austin, compensating the Bryan people for the removal of the college by donating to them, if acceptable, the college grounds and buildings at Bryan for a cotton factory or school, or other purposes of their own. As has been suggested, the removal of the college to Austin would be desirable for many reasons, and especially in dispensing with dual equipments necessary to serve the separate establishments. As to the colored school, however, it would seem to be the better policy to dissociate it altogether from the university, no matter where the school may be located, since a colored branch of a university mainly devoted to the interests of white students has come to be about as incongruous in this State as would be a branch for whites attached to a university mainly devoted to the interests of colored people, if for no other reason than the natural incompatibility of such association of educational institutions. On this very point the suggestion some years ago of a correspondent of the Galveston News is in line:

Without reference to the present needs of the university it is well to consider what trouble the colored people may give. They have the right to enter at the Bryan College and at the university here, more especially at Bryan, for that college is supported by a national endowment, so that it might be well to consider the propriety of making the Agricultural and Mechanical College the colored branch of the university for teaching agriculture and the mechanics and transferring the literary and other college departments to the main university at Austin. This would solve the colored problem, and is under consideration.

Fortunately, so far the colored problem has not been pressed, but it would seem to be politic to provide for such a contingency on some of the plans suggested, and preferably, no doubt, if the object can be accomplished, by establishing a separate university for the colored people, on account of its being most satisfactory to them as well as agreeable to the white people of the State. At all events, the contingencies present questions about which, perhaps, the State should

feel more concern than it has heretofore manifested, though it may well be claimed that it has made important advances, despite some errors in its efforts in behalf of the education of the colored race. In the constitution of 1866, adopted just after the close of the civil war, when the intention was to benefit the freedmen, the following provision was made:

All the taxes which may be collected from Africans or persons of African descent in the State shall be exclusively appropriated for the maintenance of a system of public schools for Africans and their children, and it shall be the duty of the legislature to encourage schools among these people.

The mistake was in imagining in the absence of statistics that the tax on the Africans applied exclusively for their benefit would produce a larger revenue than would their pro rata share of the tax from the combined white and colored population, which was not the fact on account of the negroes, though very numerous, being still not so many as the whites and having but little property compared with that of the white people. Such special provision was, however, dropped from the constitution of 1876, thus allowing for the education of colored children the benefit of a pro rata of the State's entire school fund instead of the limited amount collected by taxation from colored people.

ELEEMOSYNARY INSTITUTIONS.

There are several State institutions whose work is in an educational as well as charitable line. These are the State Orphan Home, of which William A. Wortham is superintendent, at Corsicana; Texas Institution for the Blind, E. T. Becton, superintendent, at Austin; Texas Deaf and Dumb Asylum, B. F. McNulty, superintendent, at Austin, and Institute for Deaf, Dumb, and Blind Colored Youths, S. J. Jenkins, superintendent, at Austin.

STATE ORPHAN HOME.

The policy in the management of this institution, as stated by the board of trustees, is to "make it a home as near complete in all its arrangements as it is possible to make a public institution."

Three things have been uppermost in the management and have been heartily concurred in by the board, superintendent, and matron: (a) To give the children good moral training; (b) to see that they are given such an education as the common schools of the State of the first class guarantee to every child; (c) to teach them habits of industry, and make them as near as possible self-reliant and self-sustaining, and to teach them, above all things, that the honest, industrious, and intelligent citizen will always succeed in life and command the respect of his fellow-creatures. With this policy in view, to make it as practicable as possible has been the desire of the management, and

everything has been done that could possibly be done to make it effective.

When the present board took possession, March 10, 1894, there were 163 children in the home, and when they filed their last annual report to the legislature there were 263 children in the home. Since that time there have been admitted into the home 171 children. Of the whole number, 5 children have died, 6 children have been adopted, and 21 children have been returned to friends and relatives, leaving now in the home 402 children.

The school is graded and the curriculum is such as to give the children as good an education as can be obtained in any of the public schools. An industrial department has been added, in order to better maintain the institution as a home such as should be given to the orphan children of Texas.

The expenditures for each student are about \$100 a year. Value of property, including 200 acres of land, buildings, stock, etc., is about \$60,000.

INSTITUTION FOR THE BLIND.

The importance of this institution consists in the fact that it not only affords a home for a period to children to whom the world is almost a blank in the general pleasures of life, but in a large measure qualifies them for work for their own support as far as they are capable of such instruction, and with some of them their aptness and capacity for learning is marvelous. On this account the institution has been affiliated, on a line with the high schools of the State, with the State university, at which one of its alumni, Franz J. Dohmen, recently graduated with the highest honors of his class. Some of the male graduates are earning a living in making brooms, mattresses, and assisting in furniture making, etc., and girl graduates find employment as church organists, music teachers, and in certain other work for which they have been trained at the institution. In a letter to Dr. Becton, President Winston, of the university, states that—

Mr. Dohmen's record for scholarship is the best in the graduating class of the university.

And that—

This is an event in which not only the Institute for the Blind, but also the university, takes the deepest pride and satisfaction, for it establishes two facts: First, the complete efficiency of the training given in our Institute for the Blind, and, second, the ability of the blind to receive the highest university education.

An exhibit at a recent State fair of work done at the institution, showing the general character of instruction and industries at the school, was a great revelation, and the exhibit as a whole was awarded a diploma for general excellence in all departments; and, as it was the

first one ever sent from the institution and was in the nature of an experiment, the results were highly gratifying.

In his report Dr. Becton states:

Of the 165 pupils in attendance, 107 are State pupils; that is, in addition to board, tuition, medical attention by the superintendent, and eye treatment by the oculist, the State pays their railroad fare to and from Austin and furnishes clothes for them while here.

The majority of blind persons in Texas are children of poor parents. This is accounted for by reason of the fact that there is a disease of the eye coming on soon after birth, which, if not promptly and actively treated, results in blindness. Parents do not understand this, and if they did, in many cases are unable to pay doctors' bills. Domestic remedies are used, and blindness ensues.

The books of the institution show that the annual per capita for the maintenance of the students is about \$75. There were four graduates last session.

THE DEAF AND DUMB ASYLUM.

This is an institution for the education of the deaf—not an establishment for the treatment of diseases of the ear.

After admission pupils are supplied with everything except clothing, which must be furnished in sufficient quantity and of suitable quality by the parent or guardian. The State does not pay fare on railroads. In case of real indigency, and only in such cases, assistance can be given toward clothing and traveling expenses.

The students are taught on the usual lines of academic instruction in such institutions, and in printing, bookbinding, shoemaking, and such other industries as may be provided for them by the State. They have the advantage of extensive grounds for raising fruits and vegetables, etc., and in that way contribute to reducing the per capita for their maintenance to about \$85 per annum.

The late superintendent, A. T. Rose, in his report to the governor represents the attendance of students as follows:

During the past year we have enrolled 299 pupils, but it is not to be understood that we had this number present at any one time. The report year, running from October to October, includes part of two school years. During the school year ending June, 1897, we enrolled 263 pupils. Since September of this year we have enrolled 27 new pupils, and 9 old pupils not in school last year have returned. At the close of school in June, 4 pupils were graduated and 6 dismissed. Of last year's enrollment 31 have up to this date failed to return, and one boy was expelled. Deducting these (42) from the total enrollment, leaves an attendance of 257 at the date of this report. If we had the room and could admit them, the attendance would reach something near 300.

INSTITUTE FOR DEAF, DUMB, AND BLIND COLORED YOUTHS.

The literary feature of this institution is conducted by a principal and three assistant teachers. Instruction is given in all the elementary branches taught in common schools of the State. All pupils are instructed in such branches. The blind are instructed in tangible

reading and writing by means of raised-letter print and the New York point system. The deaf are instructed by means of a system of signs and the oral method usual in such institutions. The institution is a State school—not an asylum.

In his report to the governor the superintendent states:

The music feature of the institution has proved to be the most interesting to the blind, who attain, on an average, a degree of mental efficiency considerably above that ordinarily attained. The work in this line is done by one teacher, the piano and the human voice constituting the means, so far. The teacher is efficient, conscientious, industrious, patient, and painstaking. These qualities, so necessary to one serving in this capacity, make the feature a source of delight to the pupils and gratification to the teachers. Private piano rehearsals are given the class by the teacher at regular intervals during the year; and frequently public vocal and piano rehearsals are given by the pupils. They are interesting and entertaining to visitors, as well as delightful to students and pleasant to teachers.

Shoemaking is one of the trades taught. The deaf boys are afforded the opportunity of learning it under a competent workman, who during the past year succeeded in supplying all the students with shoes—94 pairs having been made during the year. The deaf girls are taught the rudiments of plain sewing, and at present they are being taught drafting, etc.

We cultivate 30 acres in agriculture and horticulture. On the ground that previously grew nothing but Johnson grass we raised about 250 bushels of corn and all the hay we need—very best—oats, millet, and sugar cane. Much of this work is done by the deaf boys. We also raised all the vegetables we needed last spring.

There were 17 deaf girls, 27 deaf boys, 19 blind girls, and 19 blind boys in the school last session.

The institution owns 100 acres of land, and with the advantage of that in cultivation the expense per capita for maintenance is far below that of any other State institution.

OTHER BENEFICENT INSTITUTIONS.

Besides these charitable State institutions there are several orphan homes in the State supported by private and public contributions, in which, besides providing for the physical care of the inmates, more or less instruction is imparted to the orphans—such as the Bayland Home, near Houston; the Buckner Home, at Dallas, and the Female Orphans' Home, in Galveston. The Catholics have similar establishments in some of the larger cities of the State.

Chapter IV.

CHURCH AND PRIVATE ENTERPRISES.

It is not the intention to attempt to give in this chapter an account of all the educational institutions organized or operated under the auspices of the several religious denominations in Texas, but simply, as examples, to sketch the history of such of them as have been most prominent as church or joint church and private enterprises whose records are most interesting and instructive by reason of either fortunate circumstances or checkered careers incident to their establishment and operation.

The Baptists and Methodists appear to have been first in educational work in the State, if we except the early efforts of the Jesuits with their "mission schools," to which reference has been made already in this volume. Other denominations, notably the Presbyterians, the Cumberland Presbyterians, the Episcopalians, and the Christian Church, have zealously entered the field and made considerable progress in educational work. The Catholics have several successful colleges, and nearly every denomination has numerous subordinate schools in the State more or less subject to church supervision. There are also several colleges founded exclusively by negroes, of which Guadalupe College at Seguin is a type, and others are well conducted under the auspices of the colored churches aided by missionary associations of various Northern denominations.

Such sketches as the writer could secure are given of the history of some of the principal institutions. As will be seen, many of them struggled through the most trying ordeals. The Methodists, as usual with that pioneer organization, exploited more largely, it seems, than any other denomination. The conditions of the country and its disadvantages, the population being small and having but meager facilities for traveling, did not justify expectation of any considerable support of the higher institutions of learning. Among their former enterprises may be named Ruterville, McKenzie, Wesleyan, Fowler, Marvin, and Soule colleges, the last named being, in 1873, merged into Southwestern University. In addition, a female college at Waco, which flourished for quite a period under the patronage of that church, had to succumb a few years ago on account of the foreclosure of a mortgage against the property, and, as far as the writer is advised, efforts to revive the college have not been successful.

BAYLOR UNIVERSITY.

Baylor University is now the oldest educational institution in Texas. It has been forty-four years under the same president. It has matriculated about 8,000 students and has graduated over 500.

In the collegiate year 1894-95 it gave employment to 23 professors and teachers and matriculated about 700 students. It is a coeducational school, and is the property of the Baptist General Convention of Texas, representing a constituency of near 232,000 church members. It is located at Waco, McLennan County, Tex.

Baylor University was founded in the stormy days of the Republic of Texas—between the dates of the fall of the Alamo and the battle of Palo Alto. While thus in the chaos of a bloody revolution, when nine-tenths of her territory was the hunting ground of predatory savages, when not only no railroad line was projected, but also when her only thoroughfares of travel and traffic were Indian war trails or the narrow ruts cut by the hoofs of migratory bison, then our Baptist fathers—few, poor, and widely scattered—secured the charter and laid the foundations of this institution. In 1842, only six years after the battle of San Jacinto, which secured Texas independence, at the meeting of the Union Baptist Association held on Clear Creek, it was resolved to found a Baptist university. The three leading spirits in that body were Rev. William M. Tryon, a native of New York, Rev. James Huckins, a native of New Hampshire, and the Hon. R. E. B. Baylor, a native of Kentucky, eminent as a United States Congressman, as a learned jurist, and Baptist preacher. These illustrious men, with their collaborators, formed immediately the Texas Baptist Educational Society in order to embody, develop, and concentrate the best talent of the infant Republic on the contemplated university. In 1845 this society procured the charter and located the institution at Independence, Washington County, not far from the house of the pioneer Baptist preacher, Rev. N. T. Byars, in which was written the declaration of Texas independence. At that time Independence, noted for natural beauty, was near the center of population and wealth. Among the early trustees were such distinguished men as Judge R. E. B. Baylor (after whom the institution was named), James Huckins, William Tryon, Hon. A. S. Lipscomb, supreme judge; Governor A. C. Horton, and Gen. Sam Houston. The infant university was only—what Jefferson called the University of Virginia in his day—“universitas in ovo.” But from that “ovo” was to come the institution which like a young eagle would soar aloft above the clouds and storms of adversity and bask in the sunlight of usefulness and glory. In the same year (1845) Prof. Henry Gillette, of New York, was elected the first teacher, and the preparatory school was opened in a two-story building, 30 by 50 feet,

at that time quite an imposing structure for Texas. It was soon crowded to overflowing. In 1847 Rev. Henry L. Graves, a graduate of the University of North Carolina and also of Madison University, New York, was elected president. In 1850 a second building of stone was erected, 50 by 65 feet; but at the close of the examination in 1851 the president and all his teachers resigned.

Fortunately, the morning after the resignation the Baptist State convention, which had in the meantime adopted the institution, met at Independence. Rev. Rufus C. Burleson was chosen as the successor of Dr. Graves. Dr. Burleson was at that time 28 years old, having spent seven years preparing for his life work in Nashville University, in teaching a select school in Mississippi, and in the theological seminary of Covington, Ky. The "universitas in ovo," with its young president and a new faculty, opened September 1, 1851, with 58 students—35 males and 23 females.

For ten successive years Dr. Burleson conducted its affairs, conferring in that time 28 diplomas, the first regular college class graduating in 1856. In 1857 the law department was organized, with a faculty of eminent ability; composed of Hon. R. T. Wheeler, supreme judge; Hon. R. E. B. Baylor, Gen. William P. Rogers, and John Sayles. In three years this department conferred 32 law diplomas.

At this juncture the educational stream divided, Dr. Burleson and all his faculty resigning to lay foundations elsewhere. In 1861, with the great civil war looming up, Rev. G. W. Baines succeeded Dr. Burleson at Independence, while the latter became president of Waco University, then and there founded. Following, first, the old Baylor current, we note that Rev. Mr. Baines served one year, conferring 1 diploma, and in 1862 was succeeded by William Carey Crane, D. D., LL. D., who presided with great fidelity and ability until his death, a period of twenty-three years, during which time he conferred 56 diplomas. He, in turn, was succeeded by Rev. Reddin Andrews, D. D., in 1885, who presided one year, or until consolidation in 1886, conferring 1 diploma. Thus, in all, under five presidents, from the date of securing the charter in 1845 to 1886, a period of 41 years, there were conferred 86 diplomas in the literary department and 32 in the law department by Baylor University at Independence.

In the meantime, after 1861, the year of the division, Dr. Burleson remained president of Waco University until 1886, a period of twenty-five years, during which time he conferred 226 diplomas. This institution was at the first organically connected with a district association, which afterwards was organically connected with the Baptist General Association of Texas that had been organized in 1868, and whose territory lay mainly in north Texas, while the State convention represented mainly south Texas.



Main Building.

Girls' Dormitory.

BAYLOR UNIVERSITY.

In 1886 the long-parted educational streams reunited under the title of "Baylor University at Waco," with Dr. Burleson president, one party conceding the name, the other party the location.

From 1886, the year of the reunion, until 1895, Dr. Burleson conferred 111 diplomas, making in all 337 diplomas conferred by him in the unbroken period from 1851 to 1895—forty-four years. This does not include the law diplomas.

In all this long time from 1845 to 1895 our fathers waited not for the slow coming of wealth, civilization, or commerce, nor lingered they for the tardy approach of State education. It was the formative period of Texas, the hour of her peril, and two generations would pass away before free schools and a State university would be fairly in operation.

In the language of a writer in the interest of the church and the university—

Baylor University is the glory of Texas Baptist history. It is glorious that some 8,000 students have been instructed and more than 500 graduated. It is glorious that all but a small per cent of its students have left its halls converted to God and measurably trained in Christian life. It is glorious that so many young ministers have been educated, and so many others impressed to preach God's word. It is glorious that these students have carried back to their homes, their churches, and to their communities the fervor and light of college conversion and the power of college training, so that the light, warmth, and power have multiplied themselves from a thousand widely scattered home centers. It is glorious that Baylor boys have attained everywhere to places of distinction, profit, and influence, and Baylor girls have brightened and beautified so many homes. It is glorious that while kindred enterprises have gone down into the grave of failure, this institution, since its foundations were laid fifty years ago, has survived every storm, outlived every foe, and never lost a day of life from war, revolution, pestilence, or poverty. It is glorious that this pioneer of coeducation has demonstrated the wisdom of such system.

Rufus C. Burleson, D. D., LL. D., is the son of Jonathan Burleson, and was born near Decatur, Ala., August 7, 1823. He entered Nashville University in 1840. He was licensed to preach in November, 1840, by the First Baptist Church, of Nashville, under the pastoral care of Dr. R. B. C. Howell. He was ordained June 8, 1845, at Starkville, Miss. He graduated in the Western Baptist Literary and Theological Institute, Covington, Ky., June 10, 1847. During these seven years of laborious preparation for his life work he preached almost every Sunday, and scores were converted under his preaching. A few months after graduating he was elected pastor of the First Baptist Church at Houston, Tex., to succeed that great and good man, Dr. William Tryon. During the three years and a half of his pastoral work the feeble church became self-sustaining, paid off a heavy mortgage, and became the largest in the city and the most liberal in the State. In 1851 he was elected president of Baylor University, to succeed Dr. Henry L. Graves. Though ardently devoted to his church

at Houston and particularly fitted to the pulpit, he felt the glory of Texas and the success of the Baptist denomination demanded a great Baptist university. For forty-four years he has acted a conspicuous part in every great educational, religious, and social enterprise in Texas, during which time he has instructed over 8,000 students, male and female, many of whom have filled the highest positions of honor and responsibility both in church and State. It is evident that no man has exerted a greater influence than Dr. Burleson in molding the educational and religious character of the people of Texas. Dr. Burleson has probably been longer engaged in educational work than any other noted educator in Texas. He was a warm friend and companion in war with General Houston.

Rev. William Carey Crane, D. D., a distinguished preacher and educator, was the son of William Crane, and was born in Richmond, Va., March 17, 1816. He was educated in Richmond College, Virginia; also graduated at Columbian College, District of Columbia, and Madison (now Colgate) University. From these excellent opportunities he became a splendid scholar. He was pastor at Montgomery, Ala., in 1839, and afterwards pastor of the Baptist Church at Columbus, Vicksburg, and Yazoo City, Miss. He was for some time president of Mississippi Female College and Sample Broadus College, and afterwards president of Mount Lebanon University, Louisiana. He was elected president of Baylor University in 1862 and continued president until his death, February 27, 1885. During these twenty-three years as president of Baylor University he displayed untiring energy and great learning and devotion to the cause of Christian education. As has been said of him—

No man, under the great difficulties surrounding him, could have done a nobler work.

His published works, *Literary Discourses*, *Collection of Arguments on Baptism*, his *Baptist Catechism*, his *Life of Gen. Sam Houston*, and many literary addresses show that he was not only a profound scholar but an indefatigable student and writer. It is supposed that about 2,500 persons have been converted under his ministry, and his name and memory will ever be cherished by the students and friends of Baylor University.

Hon. R. E. B. Baylor was the ardent colaborer with Dr. Tryon in founding Baylor University. Judge Baylor says:

Brother Tryon originated the project of establishing a Baptist university in Texas, and I immediately fell in with him. Very soon after we sent a memorial to the Congress of the Republic. As I was more familiar with such things, I dictated the memorial and he wrote it. I insisted it should be named "Tryon University," but he persistently refused, and induced the brethren to name it "Baylor University."

Judge Baylor was the first donor of \$1,000. He gave during his lifetime something over \$5,000 for the building and endowment. In

addition to this, his moral influence, his wisdom, and his exalted purity of character exerted a powerful influence in the early history of the university. He was at one time a professor in the law department, and gave gratuitously a series of lectures. He was buried on the campus of the old Baylor University, at Independence, and his name should be perpetually honored and loved by the people of Texas.

Rev. Richard Byrd Burleson, LL. D., was the son of Jonathan Burleson. He was born near Decatur, Ala., January 1, 1821, and died at Waco, Tex., December 21, 1879. He entered Nashville University in 1840 and remained three years. He was licensed by the First Baptist Church at Nashville and was pastor of the Baptist Church at Tusculum four years. He then became president of Moulton Female College, Alabama, and held that position six years. In 1856 he became pastor of the Baptist Church at Austin and president of Austin Female Institute. In 1857 he became professor of natural science in Baylor University. In 1861 he was elected vice-president of Waco University and professor of natural science. As an ardent student of theology, geology, and botany, he had no superior and probably no equal in Texas. Governor Richard Coke, knowing his great eminence, gave him an appointment on the geological survey of Texas. But he resigned this position after one year, as it conflicted with his life work in founding a great Texas Baptist university. As a teacher, thousands can testify that his zeal and ability were never surpassed. For twenty-three years neither private interests nor long bodily afflictions ever detained him from the post of duty. He contributed largely to the great success of Baylor (Waco) University, to which he gave eighteen years of toil and sacrifice and intense anxiety. He was a preacher of distinguished ability. His piety was ardent, his life was holy, and his death triumphant. His influence will ever stand as one of the foundation rocks of Baylor University.

Rev. William M. Tryon deserves a most prominent place among the founders of Baylor University. He originated the Texas Baptist Education Society and also the plan of establishing a great Baptist university. At the meeting of the Union Association at Clear Creek, in 1842, he and Judge Baylor were appointed to draw up a petition for the charter and to publish proposals to all the towns and communities desiring to offer bids in money, lands, and other property for the location of the contemplated university. Dr. Tryon was a descendant from the illustrious family of Tryons, one of whom was an early governor of New York. He came to Texas a pioneer missionary in 1839, and no man ever rendered more important services than he in planning and carrying forward measures for the future development of the Baptists of Texas. He not only proposed the founding of Baylor University, but also the Texas Baptist State Convention. Indeed, he was one of God's great "pathfinders" and "foundation builders."

He died of yellow fever in the city of Houston, Tex., on the 16th of November, 1887. No man was ever loved or lamented more than he was.

Rev. B. H. Carroll, D. D., was born December 27, 1843. He graduated in Baylor University, at Independence, in 1860, under Dr. Burleson. In 1871 he was called as pastor of the First Baptist Church of Waco, which position he yet holds, and at once became closely identified with Waco University. He was largely influential in effecting the union of the two schools, and has since consolidation, in 1886, been president of the board of trustees of Baylor University at Waco and has given much time, money, and his entire influence to its upbuilding. In 1892 the university was burdened with debt and its future imperiled. In that crisis the board obtained a furlough from his church for Dr. Carroll, and he undertook to raise the money to pay the debt, in which service he was ably assisted by Rev. George W. Truett. This was the effort of his life. He succeeded, and the fruits of his success will be gathered in time.

Gen. J. W. Speight was from the foundation of Baylor University to its union with the other school president of the board of trustees, and no school ever had a more loyal friend. His works do live after him.

Rev. Hosea Garrett was one of the most indefatigable toilers in the foundation of Baylor University. He was a trustee for forty years, and most of the time president of the board of trustees. He seldom ever failed to attend the monthly meetings of the board. He was eminent for his sound judgment and for his devotion to whatever was right. He not only contributed liberally his time, but also of his money. At one time he was a successful agent of the university free of all expense. He was emphatically the Nestor of the early Texas Baptists, and no man ever contributed more of his time, his money, and his wisdom to the success of Baylor University.

Hon. A. C. Horton was also a liberal donor and ardent friend of Baylor University. In her early struggles he at one time gave \$5,000 and other donations that probably amounted in all to \$7,000. He was a man of great practical wisdom and earnest devotion to Texas and the Baptist cause.

Rev. George W. Truett, pastor of the First Baptist Church of Dallas, was on June 8, 1899, elected president of Baylor University.

COURSE OF STUDY.

From its organization Baylor University has insisted upon a high degree of scholarship. As early as 1851 the course of study leading to the A. B. degree included (1) five years in Latin, (2) four years in Greek, (3) mathematics through analytics, (4) rhetoric and ancient

history, (5) the usual natural sciences, (6) mental and moral philosophy, evidences of Christianity, logic, and political economy.

In 1853 Thucydides and *Cædipus Tyrannus* were added to the Greek, calculus to the mathematics, and courses in Spanish, French, and German were made a part of the regular work. In 1855 a scientific course was provided which included the full courses in mathematics, natural science, history, English, and one modern language. Students completing this course received the degree Ph. B. Previous to this the courses in history and English had been extended slightly. Elements of criticism and English literature were added to the course in 1859. There were few changes made from 1859 to 1891. The scientific course was changed so as to require a year and a half in Latin and ten months more of science than was required in the classical course. In 1891 the degree Ph. B. was changed to B. S., and the following year Virgil and Cicero were added to the Latin of this course, and a second modern language requiring two years' work was also added. Prior to 1893 the young ladies had not been required to take junior and senior mathematics, nor had they been required to take Greek. Their course was then made identical with that of the young men. However, they were allowed to elect, within prescribed limits, certain other studies instead of analytics, calculus, and Greek. In 1893 a course in English, leading to the B. L. degree, was adopted.

Several times there have been periods when military instruction has been given either by some member of the faculty or by cadets selected from the students themselves. Theological lectures for ministerial students have been given at irregular periods during most of the time since the organization of the school. Music, elocution, and art have been part of the regular work of the school most of the time. For many years there was a commercial department in connection with the university, but this was dropped in 1893.

At present the academic work of the university is embraced in three courses—the "Classical," the "Scientific," and the "English."

Classical course (A. B.).

| | Fall term. | Spring term. |
|---------------------|---|---|
| Freshman year..... | Algebra (5), Virgil (5), Xenophon (5), physics (4), English prose (1). | Geometry (3), Cicero (5), Lysias (5), physiology (3), physical geography (2), English poetry (1). |
| Sophomore year..... | Trigonometry (5), Horace (3), Plato and Thucydides (5), rhetoric (3), English (2). | Algebra (3), Livy (5), Homer (3), chemistry (3), general zoology (2), rhetoric (3). |
| Junior year..... | Analytics (5), Horace (<i>Satires</i>) (3), Demosthenes (3), geology (3), general zoology (2), history (3). | Calculus (5), Juvenal and Tacitus (3), Greek drama (3), botany (3), history (3). |
| Senior year..... | Mechanics (2), moral science (3), evidences of Christianity (2), logic (3), physics (3), English and American literature (5). | Astronomy (2), intellectual philosophy (5), political economy (3), English (5). |

The scientific course (B. S.) is substantially as above, except that no Greek is required and Latin only through the freshman year. Instead of these is required two years of German and two years of French or Spanish. Five hours in chemistry is added to the sophomore fall term, and two hours in biology to the junior spring term.

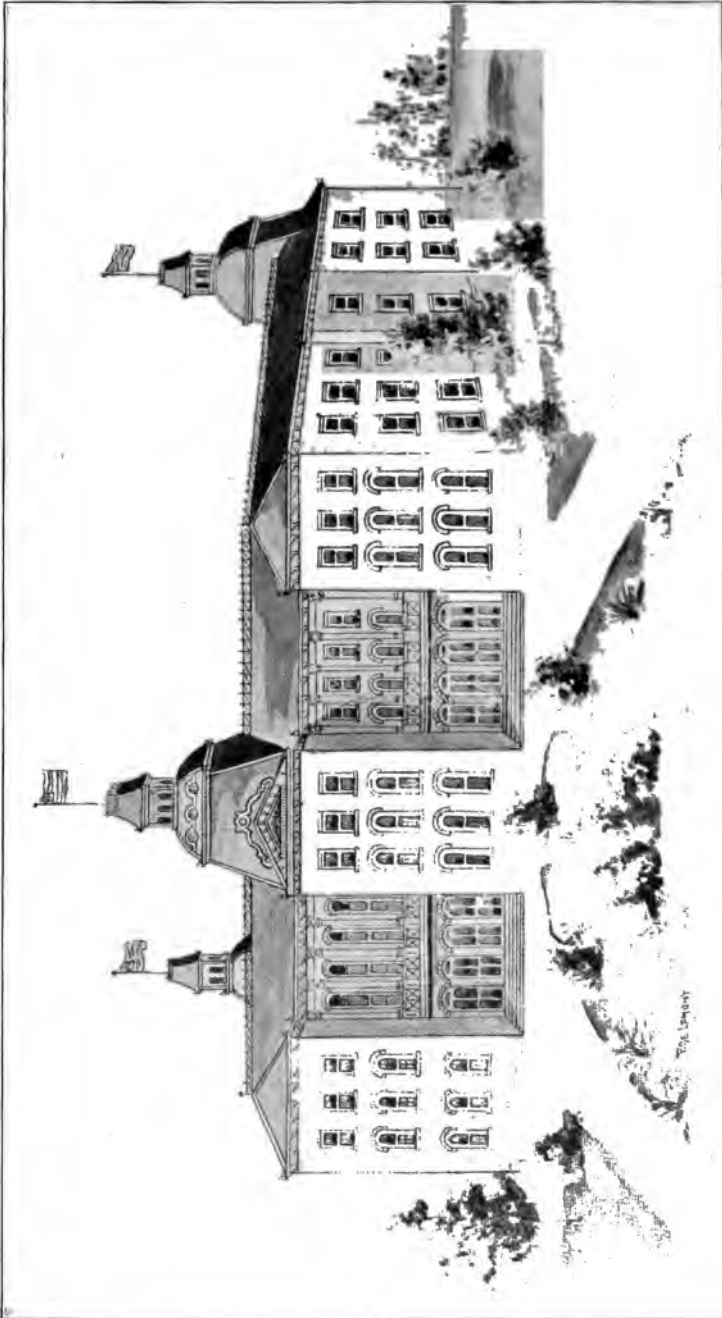
In the English course (B. L.) no Greek or Latin is required, no physics beyond the freshman, and no mathematics beyond the sophomore year. For the languages are required German and French or Spanish, as in the scientific course. There are added in this course two years in history and one year each in Old English, history of philosophy, and criticism.

Besides the above courses the university maintains a department of elocution and oratory, a conservatory of music, an art department, a Bible department, and a military department. The military department is under the charge of an officer detailed from the United States Army.

A tree is known by its fruits. As class-room education is but a means to an end, institutions of learning must be graded, on a last analysis, by the matured character and practical success of its students. Tried by this test, Baylor University obtains her highest rank. It is the most notable fact of her history that her students, both alumni and undergraduates, have become influential men and women, telling largely on both private and public life in Texas. To cite names of her preachers would be largely like calling the roll of the illustrious dead as to the fallen, and of pastors, evangelists, and missionaries as to the living. Her daughters have beautified and glorified too many homes for special mention. In medicine, law, agriculture, banking, and stock interests, many honorable names could be cited.

Perhaps in the department of legislation and jurisprudence we might, as examples of what could be given in other departments, specify a few names: L. S. Ross, governor of Texas and president of the Agricultural and Mechanical College; J. W. Jeffries, lieutenant-governor of Louisiana; L. L. Foster, speaker of the Texas house and railroad commissioner; John D. McCall, comptroller of Texas; Chilly McIntosh, Charles Grayson, and J. W. Smith, supreme counsellors, Indian Territory; Thomas J. Goree, superintendent of penitentiaries of Texas; Thomas J. Brown, jurist, legislator, and historian; J. N. Henderson, of court of appeals; W. B. Denson, R. T. Wheeler, C. R. Breedlove, J. E. and W. P. McCombe, J. C. and W. H. Jenkins, W. K. Homan, T. S. Henderson, J. S. Perry.

Among the teachers may be cited James L. Smith, president of Salado College; Reddin Andrews, president of Baylor University; W. H. Long, president of Greenville College.



BAYLOR FEMALE COLLEGE, BELTON.

The scientific course (B. S.) is substantially as above, except that no Greek is required and Latin only through the freshman year. Instead of these is required two years of German and two years of French or Spanish. Five hours in chemistry is added to the sophomore fall term, and two hours in biology to the junior spring term.

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BAYLOR FEMALE COLLEGE, BELTON.

BAYLOR FEMALE COLLEGE.

This college is an outcome of Baylor University, which was chartered by the Republic of Texas February 1, 1845, as a coeducational school, comprising both male and female departments in the same courses of instruction, but was divided in September, 1866, the female department being chartered as Baylor Female College, and both schools, though entirely separated by the change and under different management, retaining the name Baylor.

The principal movers in founding the institution were Rev. W. M. Tryon and Judge R. E. B. Baylor. It was first located at Independence, in Washington County, Tex., and was moved in 1886 to Belton. The present property of the college is estimated, in buildings and grounds, furniture and fixtures, at \$175,000. The usual attendance of students is 250 to 300. The first president of Baylor College was Rev. Horace Clark, LL. D. The others who followed in succession were B. S. Fitzgerald, A. M.; Rev. H. L. Graves, D. D.; Col. W. W. Fontaine, A. M.; Rev. W. M. Royal, D. D.; Rev. John H. Luther, D. D.; P. H. Eager, A. M.; E. H. Wells, A. M., M. D., and W. A. Wilson, A. M.

The college is of high literary grade, with exceptionally fine schools of art and music. The main building is a splendid structure of cut stone and modern style of architecture and conveniences. There are thirteen schools and departments of instruction.

HOWARD PAYNE COLLEGE.

This college was founded at Brownwood by the Baptists of Pecan Valley Association under the leadership of Dr. J. D. Robnett in the year 1890. The first session opened about the middle of September, 1890, with A. J. Emerson, A. M., D. D., as president. Dr. Emerson was a graduate of Wake Forest College, and just previous to his coming to Howard Payne College had served seventeen years as professor of English in William Jewell College, Liberty, Mo. In the spring of 1893 Dr. Emerson resigned, and Dr. J. D. Robnett, the real founder of the college, was elected president. He served in the double capacity of president and financial agent until the spring of 1895, when he resigned to accept the pastorate of the Washington Avenue Baptist Church, Dallas, Tex. J. H. Grove, A. M., M. S. D., was then elected president, and has served in that capacity from February, 1895, to the present time.

The most encouraging supporter of Dr. Robnett in the work of building the college was J. J. Ramey, who, besides contributing about \$5,000 himself, did not hesitate to sign the bonds with Dr. Robnett to raise the money for carrying forward the work. Others who have stood faithfully by the institution from the beginning, and who have

contributed from \$1,000 to \$3,000 each, are F. R. Smith, John W. Goodwin, T. C. Yantis, Brooke Smith, and Mrs. M. A. Martin. A large number of others have contributed from \$250 to \$1,000. Dr. Robnett gave the college about \$10,000, besides giving his entire time for five years without salary.

The college was the outgrowth of a desire on the part of the Baptists of central Texas to be at work in the cause of Christian education. They wished especially to educate the young ministers and to offer the advantages of a collegiate training to young men and young women generally in central and western Texas. It has from the first maintained a course of study equal to the average college, and has averaged an enrollment of 225 students annually. The faculty has consisted generally of 10 or 11 teachers, and each year among these have been several graduates of the best colleges and universities in the land. Besides the classical course, the facilities in music, art, elocution, business, and normal instruction are of high grade. Instruction in shorthand writing is an important feature.

The college building (three-story stone) with campus of 5 acres of ground in the heart of Brownwood, and furniture and equipment are worth, at a reasonable estimate, \$45,000.

In the spring of 1898 Howard Payne College, for financial and other reasons, became affiliated with Baylor University and passed under the control of the Baptist General Convention of Texas. One-third of the board members are now appointed annually by the Baptist General Convention of Texas instead of by the Baptists of Pecan Valley Association as formerly. By this affiliation the college agrees not to do post-graduate work at present, but to recommend its graduates to go to Baylor University for further instruction, provided Baylor University complies with her agreement to equip itself so as to do work equal to the best schools in the State.

SOUTHWESTERN UNIVERSITY.

This institution, which is located at Georgetown, is the property of the Methodist Episcopal Church, South. The origin and history of the university is carefully presented in a publication by Rev. F. A. Mood, D. D., its founder and first regent, graphically picturing the difficulties of early educational movements of the church in Texas, and furnishing so interesting and instructive an account of the inception and progress of the university as to justify its reproduction here, with but little omission from the text or addition to its statements:

The 20th day of April, 1870, marked the formal inauguration of the postbellum movement of the Texas conferences of the Methodist Episcopal Church, South, in the matter of advanced education in Texas. Since that time very great changes



HOWARD PAYNE COLLEGE (CENTER COMPLETE), BROWNWOOD.



have taken place in the number and character of the ministry and membership of the church, as well as in the status of the movement then projected.

As early as July 25, 1837, Rev. Martin L. Ruter, D. D., was appointed a missionary to the Republic of Texas, and reached his field of labor October following. He had been president of Allegheny College, in Pennsylvania, was the first Methodist preacher of America honored with the title of Doctor of Divinity, and on one occasion received a large vote of the General Conference for the bishopric, being at the time its secretary. Entering upon his new and arduous duties, likely with too consuming zeal, he suddenly succumbed, May 16, 1838, to disease entailed by imprudent exposure in a strange climate. In the seven months of labor, however, that he gave to Texas he left one thought deeply impressed upon many minds, and to which he made impressive allusion in his last illness, viz, his anxiety to see an institution for advanced education established by the Methodist Church which should make its impress upon all the coming generations of the new Republic.

It is surprising, therefore, that contemporaneous with the movement to organize an annual conference was a movement to establish a college. Indeed, the college, in some sense, antedated the conference, for Ruterville College was chartered by the Congress of Texas and endowed with 4 leagues of land—about 18,000 acres—January 25, 1840, while the first conference did not assemble until December 25 of the same year. Ruterville College, therefore, was founded as the fitting memorial of the distinguished man whose name it bore, and was intended to embody in active form the great idea that filled his mind from his arrival in Texas to the day of his death. Rev. Chauncey Richardson, a gentleman of fine abilities as an administrator and preacher, was called to the presidency of the institution.

For some years the college had a prosperous existence. Its printed catalogues show a large attendance of students, and, at this distance, it looks as if all the conditions for enlarged and permanent success were at hand. It seems clear to the writer that those in the lead of the enterprise yielded too readily to discouragement. That it did much and excellent work has never been questioned, but it seems from the final disposition of the property that local influences became more powerful than connectional control, for August 6, 1856, Ruterville College, with all of its property, was consolidated by the legislature of Texas with the "Texas Monumental Association," and this, too, in the face of the express provision of the original college charter, "that the lands donated by the State should be applied to education, and for no other purpose whatever."

Very few, at the time of the foundation of Ruterville College, had any adequate conception of what was demanded to establish and carry forward to success an institution of learning of high character. This was strikingly shown in the terms of the charter granted to Ruterville College, for while exceedingly liberal in many important respects, the charter said, "*Provided*, The amount of property owned by said corporation shall not at any time exceed \$25,000," and limited its corporate life to "ten years." If these were the limited views of the legislators of the Republic of the conditions for the success of a college, it is not surprising that the church should share the same error. As a consequence, Ruterville College had been in operation but four years, had scarcely got well to work, and was struggling with the difficulties incident to a new enterprise, when it was proposed to build, equip, launch, and man another college.

The General Conference of 1844 divided the Texas Conference into the East Texas and Texas conferences. Ruterville fell within the limits of the western section. At the first session of the East Texas Conference, held January 8, 1845, we find that again the college enterprise had antedated conference existence; for the Texas Congress, January 16, 1844, granted a charter to Wesleyan College, San Augustine. Rev. Lester Janes was appointed president of the college, Rev. N. W. Burks, principal of the

preparatory school. To this new educational center a number of the young people flocked, and everything seemed again to promise great success. But under the difficulties and discouragements usual in such matters the hearts of the leaders failed, and, with it, the institution declined. The terms of the charter of this college, however, reveal a greatly enlarged view of what was demanded in the case, so that the effort at Ruterville was working out both direct and indirect results. The limitation of its corporate existence was "fifty years," the property limitation "\$100,000, over and above the buildings, library, and apparatus necessary to the institution."

About the time that these public and more pretentious enterprises were being started, an unassuming Methodist preacher, whose health had failed from excessive ministerial toil, settled in Red River County, Tex., and opened a private school. This modest little movement by Rev. J. W. P. McKenzie, D. D., in 1841, at first scarcely attracting the attention of the neighborhood, began from its incipency a slow and healthy growth. Its projector had no lofty aims or extensive plans. He taught a school, an unpretending school, which he conducted in the fear of God, under distinctly religious influences. The solid attainments of his pupils, their high moral tone, the positive and evident influences of a religious character that were soon seen emanating thence, began to attract the attention of the county, of the neighboring counties, and finally of the whole State. It made not only reputation, but character. Its numbers grew and additional teachers were employed. It rose to the dignity of "McKenzie Institute," and finally, with continued enlargement, in response to what seemed an imperative demand, it applied for a charter, and became "McKenzie College," having 4 large buildings, 10 professors and tutors, over 300 matriculates per annum, and an aggregate of more than 3,000 students during the thirty years of its existence. What a glorious work for one man to accomplish in a short life!

Meanwhile Texas, having been admitted into the Federal Union, had progressed rapidly in population and material prosperity. The lower counties particularly, where flourished the sugar cane and cotton, increased greatly in wealth. The church made corresponding progress, and in these lower counties were found a large body of wealthy Methodists seeking the best educational advantages. "Ruterville" had lost its prestige, the temporary prosperity of "Wesleyan" had declined, and though "McKenzie" continued the even tenor of its useful way, it was so far removed from the centers of wealth and population as to be practically inaccessible to many. The demand for an institution projected by the church for advanced education appeared to have been increased by the seeming failure of the first attempts, and in 1855 a convention of delegates from the boundaries of the Texas Conference, embracing the central and southern portions of the State, assembled in Chapel Hill to consider the question. By its action an entirely new enterprise was again launched upon the uncertain sea of Texas education.

Soule University, located at Chapel Hill, in Washington County, was sustained by some of the most enterprising and wealthy citizens of the State. A large and commodious building of stone was built, costing some \$37,000, and two of the chairs of instruction were well endowed with \$25,000 each—one by Colonel Felder, the other by Colonel Kirby. The halls were opened in 1856, to which a large number of students hastened. No educational enterprise of the church had been before projected under more favorable auspices. The mistakes and miscalculations of former attempts were vividly in memory to warn its leaders, and the wealth at its command promised an assurance of a material character necessary to secure great success. Scarcely, however, had its routine been fairly established and the graduation of two promising students given bright forecast of the coming greatness of its mission when the bugle blast of war summoned the South to arms. President Jefferson Davis in vain protested against the colleges of the country emptying themselves into the army, declaring that "we were grinding up our seed corn." Presidents, professors, and students in many cases rushed to volunteer for the conflict. The president of Soule Univer-

sity, Rev. G. W. Carter, D. D., secured the position of colonel in the army, took his students to the field, and the halls of the university were silent. The pressure of the war subsequently converted the building into a military hospital, and at its close the building was left defaced and leaky, without furniture, apparatus, endowment, faculty, or students, with neglected liabilities aggregating \$17,000 hanging over it. But there were brave hearts left. In 1865 its halls were reopened for instruction, and so prompt and rapid was the response in patronage that it was determined in 1866 to open, under its charter, a normal institute for the training of teachers. At the suggestion of Bishop H. N. McTyeire, correspondence was opened with the vice-principal of the State Normal School of South Carolina. Plans were submitted by him for the organization and management of such a department, to go into operation in 1867. But just while everything looked brightest, yellow fever, penetrating from the coast, began to lay waste large sections of the interior of the State. Towns and villages were decimated. Chapel Hill shared the general experience of that section, and the dread disease invaded the university. Professors and students were stricken down, and in a few short weeks silence like a pall hung over the fated institution.

Early in 1868, the trustees of the university determined to renew their efforts, and offered the presidency of the institution to Rev. F. A. Mood, D. D., which he declined; but in the fall of the year the call was renewed, accompanied with letters from Bishops Andrew, McTyeire, and Wightman, setting forth the importance of some one interesting himself in that department of church labor in Texas. He entered upon the duties of the position in November, the institution being opened for the reception of students January 1, 1869.

In the correspondence of the trustees and bishops with the new president it was assumed that Soule University had been projected and recognized as the central institution of Methodism for the State of Texas. This supposition was supported neither by the facts of its establishment nor the general sentiment of the State. None of the conferences outside of the Texas Conference were in any way committed to its support, and the prejudices against the location, from the visitation of yellow fever, rendered the prospects of anything like a liberal patronage from the State at large exceedingly gloomy. There were, however, two facts in favor of one more effort in some direction, to wit: Not a solitary Methodist institution for male youth was in existence in the State, for even McKenzie College had completely succumbed to the misfortunes of war. Then, too, there was not a man, minister or layman, who seemed disposed to hazard health, fame, or fortune in another effort to establish one. The field, in its most literal sense, was unoccupied, though white to the harvest. There was demand for just such service. The one attempting to respond to the demand would trench upon no man's field of labor, nor "build on other men's foundations." In short, there was a grand monopoly of sacrifice and toil open to anyone that wished to possess it.

A small company gathered Monday, January 2, 1869, and an irregular term closed with public exercises in June. The opening of the session in September was somewhat encouraging to the new faculty; but they had been at work only a few weeks when a new danger suddenly appeared. Yellow fever, which had appeared at Galveston, extended to Houston, and the university was alarmed one day by the appearance of a prominent minister, who stated that the yellow fever was reported at Hempstead, 7 miles distant; that he was flying from the pestilence with his family, and advised all to do likewise. Panic followed. Nothing could allay the alarm of the students, even after conclusive proof that the rumor was unfounded. It was in the midst of the anxiety awakened by this state of affairs that the conception resulting in the establishment of Southwestern University had its origin.

The trustees of Soule University were hurriedly convened, October 4, 1869, a larger number than usual being in attendance. After religious services, the following preamble and propositions were submitted for consideration and adoption.

Their adoption was pressingly and urgently pleaded for upon their presentation by their author [Dr. Mood], and, after protracted consideration and debate, were adopted, with but one dissenting vote. These propositions were amended in a few unimportant particulars by the East Texas Conference, to which they were first submitted, but were finally unanimously adopted in their amended form by the five conferences, as follows:

"Whereas it is of vital importance to Southern Methodism, as well as the general interests of religion and education in Texas, that there be an institution of learning that will by its endowments cheapen higher education and by its other advantages secure general confidence and patronage; and

"Whereas under existing circumstances, from its heavy cost, many of the most worthy young men of the State are denied the desired advantages of education; and

"Whereas in the absence of an institution of this character large numbers of the young men of the church are being yearly sent out of the State to secular and sectarian institutions, entailing great loss to the membership and influence of our church, besides withdrawing from the limits of the State large amounts of money that could be expended in building up education at home; and

"Whereas the magnitude of the work of establishing such an institution involves a demand for patronage and an expenditure for liberal endowment much greater than can be met by any single conference; and

"Whereas Soule University, though originally projected to meet this great want, has up to this date, through the calamities of war and other untoward events, only partially secured this end; and

"Whereas the field being comparatively unoccupied invites to prompt, unselfish, zealous, and liberal effort to meet this great demand that is now upon the church; and

"Whereas a union of effort of the 30,000 Methodists in Texas ought to secure, without possibility of failure, the establishment of an institution of the highest grade with ample endowment and the most liberal facilities for widespread usefulness: Therefore

Resolved, By this board, humbly invoking the guidance and approval of Almighty God, and with a single eye to His glory, that the several annual conferences of the Methodist Episcopal Church, South, in Texas be invited at their ensuing sessions to concur in the following propositions:

"1. That an educational convention of the several conferences of the Methodist Episcopal Church, South, in Texas shall be called to meet at Galveston, April 20 1870, consisting of the delegates elect, lay and clerical, to our ensuing General Conference.

"2. That to this convention, thus constituted, be committed the duty of arranging for the organization, location, and endowment of a university for the Southwest, to be under the patronage and control of the conferences of this State and such other conferences as may hereafter desire to cooperate with them.

"3. That the different male institutions organized or projected under the auspices of our church throughout the State be invited to send deputations to the convention to present their several claims for its consideration.

"4. That the delegates from each conference proceed immediately upon their appointment to invite proposals for the most eligible site within their bounds.

"5. That the several conferences concurring, if deemed practicable, the bishop appoint an agent, who shall proceed forthwith to assist in raising endowment.

"6. That the convention, as far as practicable, arrange for a homogeneous system of advanced schools preparatory to the university.

"7. That each conference concurring pledge its adherence to the action of the convention, and its hearty support of its decisions without reference to personal or local preferences.



SOUTHWESTERN UNIVERSITY, LADIES' ANNEX, GEORGETOWN.

"8. That in the votes of the convention upon location, the delegates vote by conference, a majority being required to decide the question."

The movement proposed in the calling of this convention was more extended than any before attempted by the church, and the method was new, and was soon afterwards adopted in the establishment of Central University, afterwards called Vanderbilt University, in Tennessee. Randolph Macon, "the mother of colleges" in the Southern Church, was established, and after its establishment the cooperation of several conferences was invoked through agents. In the founding of Southern University the convention that met was called to decide between two rival points. But in the present case, instead of the conferences being summoned by convention to agree upon a center already established, or to decide between rival claims of two or more institutions, they were called from all quarters to unite upon a common policy, determine their common interest, and then agree upon the proper point. No place was in view, not a dollar was in hand, not a foot of land in possession. The strictly impartial and just methods proposed and the evident necessity for such an institution commended the movement to general confidence. The delegates, too, met under a constitution. Their discretion, though ample, was carefully limited. They could act only for a certain end and after a certain method. Still in their election the conferences by these representatives pledged themselves to abide by their "decisions without reference to personal or local preferences." For five conferences, whose operations covered the entire State, to unite by unanimous action in solemn compact for one grand movement was most encouraging progress in an undertaking only three months old.

The convention met pursuant to appointment in Ryland Chapel, Galveston. It was a representative body as to character, influence, and intelligence. Rev. Robert Alexander, D. D., of the Texas Conference, was unanimously chosen president. Surprising to say, after all the experiences of the past, the convention had been organized for but some thirty minutes when the following resolution was submitted for adoption:

"Resolved, That the convention now proceed to locate the proposed university."

The adoption of this resolution was warmly pressed by a large wing of the convention. In vain did the opposite side urge that we had no university to locate, that we had nothing but the opportunity to consider the question of the establishment of one, and arrange to secure something to locate. The impatience of many of the members seemed to threaten, within the first hour of assembling, to wreck the whole movement. The matter, after prolonged debate, was finally referred to a committee to consider and report the next morning. The committee had caught the infection of impatience, and a majority reported favorably to location at one of the only two points that had made any proposals to the body. The minority of the committee presented an adverse report, and appealed to the eighth article of the propositions in the decision. When the ballots were collected the unexpected but happy result was developed that, while the majority of the delegates present favored immediate location, a majority of the delegations representing each conference was against it.

Having escaped this peril the convention proceeded calmly and harmoniously to consideration of the great interest committed to it, resulting in the following: (1) Adoption of a plan of organization; (2) a plan of endowment; (3) the conditions and particulars of a charter; (4) the adoption of a name; (5) the appointment of agents; (6) estimating the amount of money necessary to establish such an institution; (7) fixing the lowest amount upon which location and opening of the institution could be attempted; (8) an address to the church in Texas, setting forth the importance and feasibility of the undertaking; (9) declaring the preferred policy in the matter of location, which was the purchase of a large body of land to constitute both location and incipient endowment.

The sum of \$500,000 was declared necessary to establish what was designed, and

no location was to be attempted until values to the amount of \$150,000 were secured. Rev. Orceneth Fisher, of the Texas Conference; Rev. J. W. P. McKenzie, of the North Texas Conference; and Rev. W. G. Veal, of the Northwest Texas Conference, were recommended to the bishop to be appointed agents for the collection of endowment. The convention adjourned with the best and most hopeful feelings prevailing.

The agents reported to the several annual conferences in the fall of 1870 that they had utterly failed to secure subscriptions in money or land. The conspicuous reason assigned for this failure was that the people were unwilling to subscribe to an institution not yet in existence, without location or habitation. The agents were of opinion that if location was established at some point, then the church would rally to its endowment. This view had been warmly urged in the debate had on location in the convention. It carried with it a contradiction. If the people would not contribute to a university until a location was made, there was an end of the movement, for it was impossible to locate nothing. It is true two places came before the convention asking for the location. One had a building projected, but already embarrassed by debt; the other offered a building over which hung heavy liabilities. To have located at either point was not to establish a university, but to assume a debt. Indeed, the position of those urging immediate location virtually declared that the church would not contribute to the establishment of a university until the university was established.

The conferences called the convention together at Waxahachie in the following April. Its session was favored with the presidency of Bishop E. M. Marvin, which was a benediction to the movement. Upon its assembly the wisdom of the postponement of the question of location, which had first obtained, was made apparent. Instead of only two, some five competing places solicited the location, offering subsidies greatly in advance of anything previously presented.

Again, however, the question was immediately sprung upon the convention, the same arguments pro and con being urged. The majority of delegates again pronounced for immediate location, but again an appeal to the eighth restrictive rule prevented the disaster of premature decision. In this vote two conferences voted aye, two voted no, and one was equally divided in its vote for some twelve hours, but finally voted no.

The convention reaffirmed the general policy in reference to the endowment and location of the university adopted at the previous session, but declared the following limits, beyond which location was forbidden: "North of the thirty-first degree of north latitude, and between the nineteenth and twenty-second degrees of longitude west from Washington, D. C., including the counties of Bell, Williamson, and Travis." The struggle at this session of the convention was much fiercer and more protracted than at the former. Many expressed great alarm, and Bishop Marvin shared the anxiety felt in the matter. But others saw in the struggle much to rejoice over. The university, its endowment and location, were no longer questions of passive acquiescence on the part of the church. The whole matter was becoming a living question, in which many were beginning to feel a deep interest, and in reference to the fate of which many now began to realize a deep concern.

The convention appointed a "board of commissioners of location," consisting of an equal number of laymen and ministers, who, besides being empowered to locate the institution, were authorized to solicit and receive donations for the enterprise in money and lands. They were required to report to an adjourned meeting of the convention, which was afterwards summoned to meet in Corsicana November 1, 1871.

The convention reassembled under the presidency of Bishop Marvin, who had remained in Texas during the year. The wisdom of the delay already had in the matter of location, although denied by the impatient ones, was very apparent to those who were willing to move more slowly. Some ten places now appeared, through

delegates or memorials, each presenting their assumed superior claims for the coveted prize. The values now offered as subsidies to secure the location were far in advance of anything deemed two years previously as at all possible to be secured. The increased attendance upon the meetings of the convention, the ardor and earnestness, and, in some instances, warm partisan feeling expressed in the debates, all proved clearly that the matter had now come to be considered one of singular importance to the church in Texas.

The commissioners of location reported that they had given anxious attention to the matter, but had not yet fully settled the point, and asked further time. The report was laid on the table and the commissioners discharged. This action was another outburst of impatience, and while the convention was seething over the matter a proposition of an entirely novel character was submitted. A company of active and prosperous capitalists, members of the church—a majority of them residing in the city of Galveston—proposed to form a joint stock company with a capital of \$100,000, of which they were willing to take \$50,000, provided the Methodists of the State at large would take the other \$50,000. With this money they assured the convention they could purchase an eligible body of land, containing nearly 20,000 acres, toward which an important line of railroad was then pushing. The company from this purchase was to donate ample grounds for college buildings near the center, and every alternate lot and acre of the town to be laid out around the university, and every alternate quarter section of 160 acres of the remaining land. They promised, also, to erect plain buildings for the university and faculty, in which operations might begin and be comfortably accommodated for ten or fifteen years. These gentlemen limited the time of their offer to June 1, 1872, after which, if the church at large had failed to respond to their proposition, it was to be considered null and void. The proposition was most favorably received by the convention. The gentlemen originating the offer were appointed commissioners of location, with instructions that if the scheme failed they were to select from the many places then claiming the location. In that event they were to become trustees of the property accepted in behalf of the Methodist Episcopal Church, South, and to make any and all arrangements for the opening of the university their wisdom should devise, and report their action to the several conferences. The question had been previously raised whether or not the convention had authority to delegate its powers to commissioners, and an appeal had been taken to the bishop, who decided affirmatively.

The commissioners proceeded promptly and generously to act in response to this unexpected call of the convention. The 1st of June the State had failed to respond to their proposal, which was now formally withdrawn. They advertised that they would proceed to locate the university. They declared their purpose to locate at that point which offered a subsidy nearest approaching the original moneyed condition of \$150,000—accessibility, centrality, health, and other necessary particulars to be duly considered.

The arrangements for the wise and careful oversight of the property and administration of the proposed institution were subjects of much debate and consideration. Through the wise suggestions of Bishop J. C. Keener the matter received happy solution. He suggested the creation of two distinct boards, one having oversight of the property, the other to have jurisdiction over the internal affairs of the institution. It was determined, therefore, to have a board of trustees of business men who should administer the financial affairs. A working quorum was to be located in Galveston to constitute the executive committee, the rest of the board to be representatives from the several conferences. The board of curators was to be made up of ministers, an equal number to be elected from each conference. To this board was to be committed the supervision of the internal affairs of the institution, involving discipline, the election of professors, conferring of degrees, etc.

This plan of organization, submitted to the conference in the winter of 1872, under the presidency of Bishop Keener, was adopted, and the curators were appointed. This board met in Galveston December 31, 1872, Bishop Keener presiding, and Rev. F. A. Mood, D. D., was elected regent of the university, with authority to summon a meeting of the board for the further election of professors whenever the emergency demanded.

The board of trustees kept up diligent correspondence with the numerous points competing for the location, by letter or otherwise. They visited in person several places, but agreed quite unanimously that Georgetown, in Williamson County, possessed by far the greatest advantages presented by any of the competing points; while the subsidy offered in buildings, lands, and money was also in advance of all others. Located at the base of the Colorado hills—called mountains—with the beautiful San Gabriel flowing through its northern and western limits, through rocky canyons and over gravelly beds, with the overhanging hills covered with forests, and on the south and east “a boundless contiguity” of rich, rolling prairie, all lying only 25 miles north of the capital of the State, there were offered all the conditions of a desirable location. High and well drained, with no swamp land within 50 miles, there was the assurance of health. The hills, rolling prairie, rocks, and river, offered a beautiful landscape, where you could neither walk nor ride without being charmed. The San Gabriel, with its bubbling springs, offered abundance of pure, sparkling water; the hills on the north and west, crowned with forests, offered fuel, and at their feet were quarries of rock for building. The farms that dotted the prairies offered abundant produce at low prices, and the proximity to the capital anchored it forever near the legislative center of the Commonwealth. The subsidy offered, claimed to have a value of \$150,000, was really worth less than half that amount; but, even at that discount, exceeded in actual value the subsidy of any competing point. So Georgetown was formally called upon to present its subsidy in legal and authenticated form.

Meanwhile the competing places, impatient at the delay, and despairing of reaching the amount of subsidy demanded by the commissioners, one after another withdrew voluntarily from the contest; so that on August 21, 1873, when the location was declared, Georgetown remained the only actual candidate for the honor. By this happy combination of circumstances all complaints in reference to the decision of the commissioners were estopped. Upon the reception of the news at Georgetown of the decision of the commissioners there was great rejoicing, the firing of a hundred anvils expressing their great satisfaction at the result.

The subsidy included a plain but capacious stone building, with six large lecture rooms, and a chapel having a capacity to seat over 400 persons. Having these accommodations immediately at hand, the regent advertised the opening of the first session of the institution for Monday, October 6, 1873.

Immediately following the announcement of the location of the university, and before the time of its opening could be properly advertised, adverse circumstances occurred which presented serious obstructions to a propitious beginning. The financial panic, which a short time before began in New York, extended to Texas. The generous friends who had cheerfully and unostentatiously borne all the cost of the movement up to date found themselves unable to assist further. Yellow fever made its appearance at different points in the State. The railroad lines were quarantined, and even the passage of the mails prevented. It was in the face of these embarrassments that the first session opened October 6, 1873. Thirty-three students matriculated, i. e., “young men of the age and attainments requiring the aid of professors to direct their studies,” not child pupils receiving passively the instruction of teachers. Their average age was something over 17 years, and they ranked freshman and sophomore.

The curators held their second meeting in the city of Austin, December 13, 1873, and elected as a permanent faculty: F. A. Mood, D. D. (regent of the university), professor of mental and moral philosophy, and for the time being to have charge also of the schools of history and English literature; B. F. Chreitzberg, A. M., professor of ancient languages and mathematics, and H. M. Reynolds, M. D., professor of modern languages.

On the 12th of November, 1884, Dr. Mood closed his useful and successful life, his last service being an address on Christian education before an annual conference in session at Waco. An appropriate monument marks his resting place on the university campus. As shown, his greatest work was the unification and concentration of Texas Methodism (Methodist Episcopal Church, South) upon one leading central institution in the interest of higher education. Before his death the matriculations of students in the university had reached 345, and 360 at the close of the session of 1884-85. About \$50,000 in notes had been secured for outfit and endowment of the institution through the financial agent, Rev. H. A. Bourland, and further large amounts have been secured through the agency of Dr. Bourland's successors, Rev. J. H. McLean, Rev. W. M. Hays, and Rev. F. B. Sinex.

The names of the regents in the order of their service are: Rev. F. A. Mood, D. D., elected in 1873; Rev. J. W. Heidt, A. M., D. D., elected in 1885; Rev. J. H. McLean, A. M., D. D., elected in 1891; Prof. R. S. Hyer, A. M., LL. D., elected in 1898.

During Dr. Heidt's administration the "Helping Hall" system was developed with an investment of about \$7,000, giving accommodations to some 60 young men at a cost of \$8 per month for board and lodging. The hall, which is a benefaction from Mrs. M. A. Giddings, of Brenham, affords a comfortable home at lowest rates to worthy young men of limited means. From the assets of the university about \$40,000 have been invested in the construction of a large and elegant building for the accommodation of the young ladies. It has a campus of 30 acres and is known as the "Ladies' Annex." Here young ladies have an elegant home, with competent teachers in art, elocution, and music, while in the academic course they have the same professors as the university has, but mainly in separate classes.

Dr. McLean guided the affairs of the university as regent for six years with marked success, and his name is indissolubly united with the history of the institution, which he has faithfully served as curator, financial agent, professor, and regent. Regent Hyer is a graduate of Emory College, Georgia, of the class of 1880. He has been about fifteen years in service as professor of natural science in the university.

The enrollment of students, including the Annex, ranges from 400 to 500 annually. Over 300 are of collegiate grade, and about one-fourth of these are young ladies. The remaining students are in the subfreshman and special departments.

The faculty, as presented in the last catalogue, are: Rev. John R. Allen, A. B., D. D., chairman of faculty; C. C. Cody, A. M., Ph. D., professor of mathematics; R. F. Young, A. M., professor of modern languages; R. S. Hyer, A. M., LL. D., professor of natural science; John R. Allen, A. B., D. D., professor of mental and moral philosophy; H. A. Shands, A. M., Ph. D., professor of English language and literature; W. C. Vaden, A. M., professor of Greek and Latin; C. G. Carroll, A. M., assistant in mental and moral philosophy; M. L. Mowrey, principal of commercial school; S. H. Moore, A. B., principal of fitting school; A. S. Pegues, A. M., assistant in fitting school; G. C. White, assistant in fitting school.

C. C. Cody is the secretary and H. A. Shands librarian.

There are a number of lady teachers additional in the annex.

Previous professors were: B. E. Chrietzberg, A. M., mathematics; H. M. Reynolds, M. D., physiology, hygiene, and voice culture; Rev. A. A. Albrecht, A. M., modern languages; W. W. Lewis, A. M., mathematics; Rev. N. T. Burks, A. M., mathematics; Rev. P. C. Bryce, A. M., ancient languages; W. P. Fleming, M. D., physiology and hygiene; S. D. Sanders, A. M., M. D., history and political economy; S. J. Jones, Ph. D., history and political economy; Milton Ragsdale, A. M., music; Morgan Callaway, jr., Ph. D., English; S. G. Sanders, A. M., ancient languages; Rev. S. E. Burkhead, A. M., English; C. H. Ross, Ph. D., English; E. R. Williams, A. M., principal fitting school.

The university has about \$150,000 well invested in buildings, library, and apparatus, and, in addition to tuition fees, a small income by assessments from the patronizing conferences of the church.

FORT WORTH UNIVERSITY.

This institution was organized under the auspices of the Methodist Episcopal Church, and was chartered as the Texas Wesleyan College, June 6, 1881, under the laws of the State of Texas, and authorized to maintain the usual curricula and departments of a college, and to confer the corresponding degrees. The school was opened in temporary quarters in the midst of the city of Fort Worth, September 7, 1881. After five years of preparatory work it was moved to its present campus of 10 acres in the south part of the city, where generous friends had erected for its occupancy a commodious and substantial building of brick and stone.

At the annual meeting held in June, 1889, the board of trustees secured an amended charter, under the name of Fort Worth University, it being the intention of the founders to ultimately establish a school in this center of the Southwest, where any person can find instruction in any study, and pursue it as far and as long as he chooses.

The school of law was organized under the new charter in August, 1893, and its first class met for work September 26 following.



FORT WORTH UNIVERSITY, UNIVERSITY HALL.

The school of medicine was organized under the university charter in July, 1894, and began work in the succeeding October, in temporary quarters provided for it on the campus. In 1896 the medical faculty became possessed of a fine building at the corner of Rusk and Seventh streets. This was put in order and equipped for the medical school, which resumed work in its new quarters September 30, 1896. The building and equipment cost \$30,000.

At present the university offers collegiate courses in arts and sciences leading to the degrees of A. B. and B. S., corresponding preparatory courses, a normal course, an elementary preparatory course, and a commercial course; also a course in law leading to the degree of LL. B., and in medicine to the degree of M. D. Instruction is also provided in modern languages, instrumental and vocal music, drawing and painting, elocution, and military tactics. Postgraduate instruction is offered in mathematics, Latin, Greek, chemistry, biology, and astronomy.

Four buildings have been erected on the campus—University Hall, Cadet Hall, Science Hall, and the dining hall. These are plainly and solidly built, and are commodious and well planned for their special purposes. Ample quarters also are provided in the center of the city for the schools of commerce and medicine.

University Hall is 85 feet front, 84 feet deep, and three stories high. On the first floor are the chapel, study hall, president's office, recitation and toilet rooms. On the second floor are the reception rooms, apartments for the president's family, library, reading room, art studio, and dormitories occupied by students and members of the faculty. On the third floor are dormitories, music rooms, and hall for societies and for physical culture. The building is well arranged for ventilation, and all sanitary conditions are good. Young women can be accommodated here with comfortable rooms, well furnished, and presided over by a competent and cultured preceptress. Efficient janitor service is furnished.

Cadet Hall is devoted to the use of the young men only. The commandant's office, study hall, and professors' rooms are on the first floor. The second and third stories contain the young men's dormitories. Corridors run the entire length of the building on each floor, with fire escapes at each end. The cadets are subject to military discipline. Science Hall is provided with chemical, physical, and biological laboratories of exceptionally full equipment, a museum, and an astronomical observatory containing the Chamberlin telescope. The dining hall has dining room, serving room, and kitchen on the lower floor, and dormitories above. The dining room seats 150.

Military drill is required of each young man unless disqualified by physical conditions, and must be regarded as a part of regular work.

The net enrollment of students of the university last session was 468, including 168 medical students. There were 460 students in the

commercial school. The president of the university since 1891 is Rev. Oscar L. Fisher, who was preceded by Rev. P. M. White, and he by Rev. A. A. Johnson. President Johnson and W. H. Connor were the chief promoters of the establishment of the university. A splendid 6-inch equatorial refracting telescope was presented by Mr. H. B. Chamberlin.

The institution has no endowment. Its property in grounds, buildings, and equipments is worth \$155,000.

NORTH TEXAS FEMALE COLLEGE.

This institution, which has attained great success under its present management, was begun by the citizens of Sherman in 1866, thirty-three years ago. Like many other schools, its beginning was unpretentious, giving little promise of success. It was originally only a high school, intended to supply a local demand. Prof. J. C. Parks, its first president, continued at its head for twelve years. In 1878 the trustees determined to organize the institution and have it chartered as a college under its present style and title, and Col. J. R. Cole became its president. In 1880 Prof. W. C. Parham, from Arkansas, became president, and continued only one year. In 1881 Rev. E. D. Pitts, D. D., took charge as president, but remained only two years, and in 1883 Judge J. M. Onins was elected to the presidency. During all these years the institution was embarrassed with debts and struggled against poverty and other difficulties incident to new enterprises.

The citizens of Sherman, supposing the church would be a better guardian than themselves, tendered the school to the North Texas Conference of the Methodist Episcopal Church, South, and for years the church endeavored to keep it alive, often coming to the point of despair and then rallying, only to make another disappointing effort. Finally, after many alternatives, the board of trustees found themselves overwhelmed with its indebtedness, and closed the school in 1886. It remained in this condition for one year, when Mrs. L. A. Kidd, now the wife of Bishop Joseph S. Key, was induced to undertake its rescue and establishment. At once hope revived and the friends of the college rallied to it with enthusiasm. Rev. J. M. Binkley was put in the field as agent, and was followed next year by Rev. T. J. Milam and Rev. J. C. Weaver, who canvassed for several years. Under all these efforts the debts were paid and money raised to enlarge the buildings and improve the grounds. Much money was given in small sums, but the largest contributor was Mrs. Julia Halsell, of Decatur, Tex., who gave at one time \$5,000, which paid off the final mortgage and liberated the college. Rev. J. M. Binkley gave at one time \$1,000, besides smaller sums at different times, and has from the beginning been a steadfast and helpful friend. But the greatest



NORTH TEXAS FEMALE COLLEGE, JULIA HALSELL HALL, SHERMAN.

benefactor of the college is the present president, Mrs. Key, whose gifts for its upbuilding have been considerable and promptly furnished as needed.

The present value of the property is fully \$75,000, upon which there is not a dollar's encumbrance.

The patronage has grown steadily year by year until now it numbers 280 students and finds its friends and supporters among the best families of Texas and adjacent States. Among its several fine buildings is the Annie Nugent Hall, contributed and named in honor of the daughter of Col. William L. Nugent, of Mississippi; another fine building is Julia Halsell Hall. The main college edifice is a new, commodious, and beautiful brick structure.

During the past session the school had students from Louisiana, Mississippi, Arkansas, Kentucky, Missouri, Tennessee, Virginia, Colorado, Georgia, Pennsylvania, New Mexico, and the Indian Territory, besides those from Texas.

POLYTECHNIC COLLEGE.

The Polytechnic College of the Methodist Episcopal Church, South, was projected by authority of the Northwest Texas Conference at its session at Abilene, Tex., in November, 1890. Certain gentlemen (A. S. Hall, W. D. Hall, and George Tandy), friends of Christian education and of Methodism, proposed to donate one-half interest in a large tract of land near Fort Worth, if the church would accept the offer and establish a college. The conference appointed a committee of discreet men to inquire into the feasibility of the plan, and to take such action in the premises as they thought best. The committee met in Fort Worth in December, 1890, and was presided over by Bishop Joseph S. Key. After carefully weighing the proposition and realizing the great need of a high grade institution of learning in that part of the State, they voted unanimously to accept the offer and begin at once the work of founding the college.

Accordingly a board of trustees was elected and a charter obtained. Bishop Joseph S. Key was made president of the board, and Rev. W. P. Wilson was chosen financial agent.

At a meeting of the board held in February, 1891, Rev. J. W. Adkisson was elected to the presidency of the college, and he proceeded at once to organize a faculty and arrange for the opening. The college was opened in September, 1891. The first scholastic year showed a total of 105 matriculations, and the attendance has steadily grown until at the close of the seventh session the enrollment was more than three times as great as the first year.

The present value of the college buildings and grounds is something like \$30,000. Plans are now being projected looking to enlargement,

and it is hoped that another and more commodious building will be ready by the opening of the next session.

The last catalogue shows the following board of trustees: Bishop Joseph S. Key, president; Rev. George S. Wyatt, vice-president; J. B. Baker, secretary; George Mulkey, treasurer; Rev. W. F. Lloyd, Rev. W. P. Wilson, O. S. Kennedy, Rev. M. S. Hotchkiss, Hon. T. T. D. Andrews, Rev. O. F. Sensabaugh, Judge N. A. Stedman, Rev. R. C. Armstrong, Rev. George W. Owens.

Rev. W. F. Lloyd has been the president of the college since June, 1894. Under his presidency the institution has nearly doubled in attendance, and a very efficient faculty has been secured. Prof. W. F. Mister, an A.M. graduate of the University of Mississippi, is chairman of the faculty.

SAN ANTONIO FEMALE COLLEGE.

This college was deeded unconditionally to the Methodist Episcopal Church, South, and falls under the control of the West Texas Annual Conference.

Its history shows that some nine years ago the West End Town Company, under the presidency of Gen. G. W. Russ, set apart 45 acres in their addition to the city of San Antonio and offered them to the church on condition that 5 acres be used as a campus and the other 40 acres be divided into town lots and sold and the proceeds used in erecting college buildings. Rev. W. W. Pinson, pastor of the Travis Park Church, accepted the offer and carried the matter before the annual conference, which in 1890 accepted the gift. A number of lots were sold and a large foundation was laid for the buildings. Capt. J. S. McKinnon was the largest purchaser of lots and contributor of money.

The campus of 5 acres with the buildings (brick and stone) and improvements, including artesian well, equipments, etc., has the valuation of \$32,000; lots unsold, \$20,000. The attendance has steadily increased from the first year, and the grade of work has been raised each year until now the school is doing some real college work. There are schools of instrumental and vocal music, elocution, and art. There are 10 teachers and an attendance of about 100 students. The college began work in 1894 and was chartered in 1896. Rev. J. E. Harrison, a graduate of Vanderbilt University, Tennessee, was the first and has been the only president. The college is finely located and is accessible by electric cars from San Antonio.

CORONAL INSTITUTE.

This school is located at San Marcos, a beautiful little city of some 3,000 inhabitants, and particularly noted for the lovely springs which swell in great volumes from their rocky beds in the edge of the city

to form the San Marcos River, whose waters are kept cool and pure by them and clear as crystal.

The school was opened in 1868 by Mr. Hollingsworth, and a few years later was purchased by the Southern Methodist Church and remains the property of that church. The present buildings, grounds, and equipment are valued at \$40,000. The attendance for a number of years has averaged about 300, nearly one-third being boarders. The names of the successive presidents are: Rev. B. H. Belvin, Maj. I. H. Bishop, Rev. E. S. Smith, R. O. Rounsavall, J. E. Pritchett, W. J. Spilman, and A. A. Thomas. The buildings are of stone and brick, commodious, and well furnished with modern appliances, including electric lights. The school is on the railroad between Austin and San Antonio.

In their announcements the authorities of the institution state that they have tried both the exclusive and coeducational plans and believe the best results are obtained by educating boys and girls together. They add:

We are not running a reformatory, and hence no pupils who are "too bad to go to school at home" are wanted. Any pupil guilty of gross misconduct, or who positively refuses to obey any teacher, will be promptly expelled. A pupil once expelled will never be allowed to enter our school again.

AUSTIN COLLEGE, AT SHERMAN.

Austin College was among the first established by the State. It was chartered in 1849, and named after the great pioneer of Texas civilization, Hon. Stephen F. Austin, although the efforts of Rev. Daniel Baker, an eloquent and successful home missionary, secured the charter and most of the lands and money to put it into operation. The charter, for that time, was a liberal one. It allowed \$200,000 worth of property to be held in the name of the college. Its board of 13 trustees was composed of men of many creeds, some of them of no particular creed, and no test of a religious character was to be allowed for either professors or pupils.

As stated in a catalogue giving the history of the institution:

In 1849 Rev. Daniel Baker, acting by authority of the Presbyterian Church in Texas, secured a charter for Austin College, to be located at Huntsville, and in 1850 the college was formally opened, with Dr. Samuel McKinney as president. Dr. McKinney was succeeded in 1853 by Dr. Baker, who remained president of this institution until his death in 1857. Dr. J. W. Miller succeeded Dr. Baker, and was himself succeeded by Rev. R. W. Bailey in 1858. In 1862 Dr. McKinney again became president of the college, and held that position until 1870, when he was followed by Dr. S. M. Lockett. The work of president and also that of financial agent was faithfully and successfully performed by Dr. Lockett until 1878, when it had become necessary to move the college from Huntsville to Sherman, a healthier location. The main building was completed and the college opened September 4, 1878, with Dr. H. B. Boude as president, and since that time it has continued to be one of

the leading institutions in Texas in its efforts to uphold the standard of higher education. Dr. Boude was succeeded in 1881 by Dr. E. P. Palmer, and Dr. Palmer in 1884 by Dr. Donald McGregor. In 1887 Dr. Luckett was again elected president, and held that office until 1897, when he resigned, and Dr. T. R. Sampson was elected to fill the position.

To the main building, completed in 1878, have since been added two wings, making the building now complete, containing ample space for class rooms, besides chemical and physical laboratories. There are also in the building two society halls, a gymnasium, a president's office, an assembly hall, and a library. The two society halls are memorial rooms, "Link Hall" being the gift of Mrs. S. M. Luckett, wife of Dr. S. M. Luckett, and "Files Hall" the gift of Mr. F. M. Files, of Files, Tex. The library has been refurnished and equipped as a memorial to Mr. Chadwick, of Chappel Hill, Tex., whose generous liberality has gone far toward placing the college on its present firm basis. By the effort of Dr. Sampson, a large and commodious gymnasium has recently been added and a convenient assembly hall fitted up, making the college more thoroughly equipped for good and successful work.

The first board of trustees at Huntsville was composed of such men as Gen. Sam Houston, President Anson Jones, of the Texas Republic, Henderson Yoakum, author of a History of Texas, and other prominent men. Col. George W. Rogers gave 5 acres of land and three lots in Huntsville on which to erect the college buildings. Rev. Daniel Baker was appointed financial agent, and was quite successful in his work in securing donations of money in Baltimore, New York, New Jersey, and South Carolina. Rev. Benjamin Chase, of Natchez, Miss., gave the college 14,930 acres of land; but subsequently, after much of it had been sold, what was left was, on account of his own failing fortune, reconveyed to him. Dr. Baker collected in subscriptions about \$25,000, and yet the college was embarrassed. Like so many other young institutions, it was constantly struggling with debt, and not infrequently with other misfortunes. After appealing to the public for \$10,000 to meet its obligations, President Bailey urged that the proposition be pressed upon the hearts of the friends and patrons of the college, declaring that "if their pulsations were not strong enough to meet the exigency it would be time enough then to announce the funeral oration of Austin College. The president and professors in the meantime were enduring the martyrdom of unpaid salaries. The college was forced to suspend operations, and Professor Grady rented one of the rooms for conducting a high school. A meeting of the college authorities was called to "face the facts." A debt of \$12,000 still impended, the students went off to the war, and all financial arrangements were uncertain. President McKinney and his sons managed to keep the college going as a sort of high school, and had 125 pupils in charge. The board seemed to have lost heart in their work, and, so far as the records show, did not meet till in June, 1869, and then in Galveston, to see what could be saved from the wreck. Suits amounting to \$5,000 were now pending against the college, and under the charter the trustees were personally liable for *the debts*.



AUSTIN COLLEGE, MAIN BUILDING, SHERMAN.

The college still held 10,000 acres of land, but not then productive of revenue, and when the board met the next year at Bryan, President McKinney, disheartened by war and debt, resigned. His successor, Dr. Luckett, took charge in 1871, and soon after was made financial agent as well as president, with authority to sell lands, raise money, and pay off judgments as fast as possible. There were now but a score of students at the college, and these were left in charge of Professor Estill so that Dr. Luckett could better look after the finances, which he did with great zeal, traversing the State on horseback and impressed with the conviction that God aids those who help themselves. But he was not very successful, and such was the condition of affairs at the time it was thought a change of location of the college might be advisable. The question of removal to north Texas, where population and wealth were more rapidly developing, was discussed by the synod of the church. Bids for the new location were invited, and Austin, Georgetown, Tyler, Dallas, Salado, Denison, and Sherman competed for it. Sherman was selected and the bid formally accepted in February, 1876.

The building at Huntsville was turned over to the city, and the library, museum, apparatus, and furniture were moved to Sherman, where work on the new college building was begun in 1876, but was not finished till 1878 on account of delay in collecting the subscriptions for it, some \$30,000. In the meantime Dr. Luckett's collections on old accounts had reduced the previous debt to about \$4,000, and the college held good land notes to the value of from \$12,000 to \$15,000, a college campus of 10 acres, and several pieces of valuable land. The debts were finally bonded for \$12,000, and the bonds sold at par in New York, the grounds, buildings, and library all being pledged for the payment of the bonds, which were to run for ten years. But before five years elapsed the college was unable to pay the interest. In the meanwhile the tuition receipts were not sufficient to pay salaries, and in 1880 the debt had reached about \$15,000.

Thus, as seen, the college had a very uncertain existence for many years, successive presidents resigned, the attendance of students fluctuated from about a score to less than a hundred, and at one time the president had but one professor to assist him in teaching. The situation was such it seemed the college would have to succumb under its burden of debt and lack of patronage; but as a friend of the institution, familiar with all of its varying fortunes, recites its history—

Faithful hearts prayed for it, wise counsellors and diligent hands labored for it, a compromise in which the bondholders lost only a part of the interest was effected, and the college property was relieved of the mortgage. Agents in each presbytery of the church assisted in the work; and when all had been done that could be, Mr. J. N. Chadwick, a noble man of Chapel Hill, Tex., paid the balance. Since then he has given \$10,000 in cash for endowment, and a large body of land to aid poor young men to secure an education.

In 1887 Rev. S. M. Lockett was reelected to the presidency of the college, and at once entered upon his duties. By his industry and financial tact the remaining floating debt of the college was paid, and the institution was reorganized with a full faculty. A handsome wing was added with the beautiful hall, given by Mrs. Lockett as a memorial to her parents. Mrs. H. A. McGregor, widow of the late President McGregor, died in 1890 and left the college property worth from \$50,000 to \$70,000. Mr. Files's gift, Files Hall, is a valuable addition to the outfit of the college.

Action has been taken to change the name and have the school chartered as the "John Knox College." The present name is misleading, as it is a college at Sherman instead of at Austin.

TEXAS PRESBYTERIAN UNIVERSITY.

This is an incipient institution, but one which has been projected on a grand scale, and which promises success. It has been incorporated under the laws of Texas, with a subscribed endowment of \$10,000 and 100 charter members, among them being some of the most prominent men of Texas. Other States are also represented, the member from New York being the Rev. Dr. D. J. McMillan, secretary of the board of home missions of the Presbyterian Church. The site has not been determined and will not be selected until \$100,000 has been subscribed toward the endowment fund, which has been fixed at \$2,000,000.

As the project is stated in the New York Tribune—

The university is to be a peculiar institution in many ways. Both sexes are to be admitted on precisely equal terms. The trustees are forbidden by the charter to contract any debt, and the majority of them, instead of being clergymen, must be business men. They are elected by the charter members from among themselves, and must be communicants of the Presbyterian Church, but the university will be subject to no church court. The Bible is to have first place in the curriculum, the study to be continued throughout the course, concluding at graduation with the last chapter of Revelation.

The standards of the Presbyterian Church will also be taught, the catechism, confession of faith, form of government, and history. At the same time it is intended that the classical, scientific, literary, fine art, and musical departments shall be second to none. There will be physical and athletic departments under the immediate control and direction of the faculty. Regular instruction will be given on the subject, and the instructor will have control of all the athletic exercises of the students.

A labor department will eventually be provided for the benefit of students who may need that means to pay the expenses of their education.

Among devotees to the work are the pupils of Laurie Richards Claggett, the deceased wife of the president of the board of trustees, Rev. W. H. Claggett, who is one of the chief moving spirits in the enterprise. It is proposed to endow the musical department of the



DANIEL BAKER COLLEGE, STUART SEMINARY (EAST VIEW), BROWNWOOD.

university as a memorial to her, as she was one of the charter members and cherished great hopes for that department. As a teacher of voice culture she had trained hundreds of pupils all over the country and was affectionately known by them as their "music mother."

Among the subscription features are a dime endowment fund and a children's endowment fund, for which latter the children of Texas, as proposed, are to raise \$25,000 by daily contributions of 1 cent a day each for five years.

The board of trustees comprises the following prominent gentlemen: Rev. W. H. Claggett, president; Rev. G. T. Storey, vice-president; Rev. S. J. McMurray, secretary; J. H. Silliman, treasurer; Rev. French McAfee, Dr. F. C. Stevenson, J. A. Thompson, R. P. Rhea, John M. McCoy, A. J. Brackenridge, cashier of First National Bank, Austin, and George T. Reynolds, president First National Bank, Albany, Tex.

Of these, Messrs. Claggett, Brackenridge, Reynolds, McAfee, and Thompson are members of the Northern Church and the others of the Southern Church. President Claggett is devoting his entire time to the work and has been quite successful in procuring subscriptions. Among them Mr. S. S. Childs, of New York, subscribes \$5,000, and has been elected one of the trustees. So far about one-third of the \$100,000 required to be raised before a site for the university is selected has been subscribed, and the projectors of the enterprise are confident of success.

DANIEL BAKER COLLEGE.

This institution, which is located at Brownwood, and was named in honor of the great pioneer of the Presbyterian Church in Texas, who so zealously labored for the establishment of Austin College at Sherman, was opened to students in 1889. The founder was Rev. B. T. McClelland. The principal donors were M. J. Coggin and S. R. Coggin, who jointly donated the ground and most of the money for the college buildings. Brooke Smith and Harry Ford also donated money for it. J. C. Weakly contributed work and material, and a large number of Brownwood citizens contributed according to their means to the success of the enterprise. The main building cost \$30,000, the boarding hall \$3,800, and the grounds, buildings, apparatus, furniture, library cabinet, etc., are estimated to be worth \$45,000. Dr. McClelland, its first and only president, still occupies that position and has made the school popular and successful.

STUART SEMINARY.

This institution was established in 1853, at Gay Hill, Washington County, Tex., by the Rev. J. W. Miller, D. D., who was ably and

faithfully assisted by Mrs. R. K. Red. The institution was then known as Live Oak Seminary. In 1876 the school was moved to Austin, where a handsome stone building was erected, and the institution continued to prosper under the management of Mrs. Red, until her death in 1886. From 1886 to 1888 the school was continued with Miss Lel Red as principal. In 1888 Rev. J. M. Purcell was elected president of the institution. In 1893 another large three-story brick building was erected in addition to other improvements.

The founders of this school devoted their lives to the enterprise. The education of woman was with them a labor of love, and the institution is a monument of usefulness in intelligence, refinement, and culture springing from the grateful hearts of the young women who have graced its halls and year by year have gone forth from its academic walks into the practical activities of life among the masses of the people of Texas.

The property of the school is valued at \$20,000.

AUSTIN SCHOOL OF THEOLOGY.

This school was an individual enterprise of Rev. Dr. R. K. Smoot, pastor of the Southern Presbyterian Church at Austin. It was put into operation by him about twenty years ago, and continued till 1895, when its work was suspended temporarily on account of Dr. Smoot's bad health, which has since been restored. Rev. Dr. R. L. Dabney, while a professor of the University of Texas, assisted some years in the work. Dr. Smoot's object in having the school at Austin was to afford the students the advantages of academic instruction in the university, while pursuing their theological course. It has a library of about 3,000 volumes, and property of some \$12,000 in value in possession, and some \$30,000 in value in grounds and buildings in contemplation.

TRINITY UNIVERSITY.

Soon after the close of the war between the States the felt need of an educational institution of high order began to move the members of the Cumberland Presbyterian Church in Texas. The church in this State was then organized into three synods, known as the Texas, the Brazos, and the Colorado. These were moved in 1866, at their fall annual meeting, to appoint a joint committee to consider the question of immediately establishing such an institution. A little over a year elapsed before the committee saw its way clear to take active steps in the matter.

In December, 1867, therefore, the committee, composed of members from each of the synods, held its first meeting in Dallas, Tex. A report was made to the synods to the effect that the way seemed open

and the proposition a practical one for the establishment of the desired school. It was recommended that bids for the location be opened, and that no place be considered offering a bonus of less than \$25,000. The report was concurred in by each synod and the recommendation adopted, and another joint committee was appointed to select the location and to take the necessary steps for starting the institution into active operation.

Four places—Dallas, Waxahachie, Round Rock, and Tehuacana—each having raised the prescribed bonus, solicited the location. The committee visited each place and faithfully considered its respective advantages, deciding at length upon Tehuacana, Limestone County. This meeting of the committee at which final action was taken fixing the location was held at Waco April 20, 1869. As it was in mind to lay a broad foundation and that the institution should in the end be a university, the committee unanimously decided upon "Trinity University" as the name of the institution.

The committee reported its action to the synods, with the recommendation that each synod appoint three trustees—Texas Synod the first three, Brazos the second, and Colorado the third, making a board of nine trustees for the institution. Vacancies occurring from time to time were to be filled by the respective synods in the same order. It was recommended also that the synods raise an annual sum of \$1,000 for five years to aid in employing professors, after which it was hoped that the tuition fees and the interest on accumulated endowment would be sufficient to run the school. The report of the committee was concurred in, and the recommendations were adopted. A building was improvised, a faculty selected, and the institution began operations in September, 1869.

The first board of trustees consisted of the following gentlemen, all members of the Cumberland Presbyterian Church: James M. Love, D. M. Prendergast, Isaac H. Roberts, J. H. Bell, Dr. J. S. Wills, H. A. Boyd, D. R. Oliphant, S. B. Campbell, and M. M. Burgess. The Rev. Dr. T. B. Wilson was first elected as president of the university, but before the opening of the first session, he finding it necessary to decline to act, the Rev. W. E. Beeson, D. D., was elected president and professor of mental and moral sciences. Rev. W. P. Gillespie, A. M., was appointed professor of ancient languages and literature. S. Doak Lowry, A. M., Mrs. M. Kate Gillespie, and Mrs. M. E. Beeson were appointed assistant teachers.

The institution was coeducational from the start. The departments of literature and music alone were represented the first year. At the beginning of the second year, 1870-71, a commercial department was added and the corps of instructors increased by the election of Prof. D. A. Quaite to the chair of rhetoric and belles-lettres; William Hud-

son, A. B., professor of penmanship, bookkeeping, and commercial law; Mrs. E. C. Hamilton, teacher of French and calisthenics; Mrs. M. D. Cocks and Mrs. M. C. Cole, assistants in various departments.

Thus the institution started off as a good college, affording for the times perhaps about as good facilities for the education of young men and women as could be found in the State. From time to time additional departments were incorporated, and those in operation strengthened by securing additional teaching force, procuring apparatus and establishing libraries, until first-class college work was done. The institution as it increased in endowment and strengthened in other respects took on also some university phases in the establishment of a law school and a theological department, the latter being still maintained; but emphasis has been put upon maintaining a thorough collegiate course, and, with the exception of technical work in theology and some graduate literary work, the name "university" is still a misnomer, and the name Trinity College would better express the character of the institution.

The present main building of the university was begun in 1872, and the buildings when finally completed in the year 1892 presented a magnificent structure of 27 rooms. The walls are of a species of yellow limestone, found in great abundance on Tehuacana Hills in the immediate neighborhood of the university. The rooms of the building are large, well-ventilated, and so arranged as to be flooded with light and even sunshine.

A small dormitory called Divinity Hall, affording rooms for about 20 divinity students, is the only other building now completed belonging to the university. Other buildings, two for dormitories (one for boys and one for girls), one for library purposes, and another for the conservatory of music, have been planned. The present buildings and grounds cost about \$75,000, but the present estimated value of the property is much higher on account of the general appreciation of property in the State.

In 1880 the trustees reported the institution as having \$21,501 of endowment. This was exclusive of the \$25,000 bonus, the latter sum having chiefly gone into the building and grounds. Only a small part of the endowment was then productive, viz, \$2,146. The endowment consisted chiefly in lands, estimated at a very low price; a tract of 4,360 acres being estimated at \$8,720, or \$2 per acre. In 1890 the total amount of endowment had increased to about \$75,000, of which \$29,410.25 was productive. The nonproductive still being in the form of real estate may, in the end, yield a much larger sum than the price at which it has all along been estimated, since the estimate is very low and the lands somewhat enhanced in value.

The safe conduct of the university through financial crises, the preservation of its commercial good name, and the gradual increase of its



TRINITY UNIVERSITY, MAIN ACADEMIC BUILDING.

property, have been due to the wisdom and efficiency of its board of trustees, among whom there has never been a serious jar, but on the contrary great unanimity and cordial cooperation. Capt. T. W. Wade, the treasurer; Hon. D. M. Prendergast, president of the board, and Mr. John Karner, deserve special mention. Among those who have contributed most to its educational work, steadily advanced its curricula, and wisely planned the incorporation of new departments, is to be mentioned Rev. W. E. Beeson, D. D., for twelve years its efficient president. Mention is to be made also of Rev. B. G. McLeskey, D. D., who succeeded Dr. Beeson, serving two years as president, and who started the movement for a new building.

Much of the liberalities of the friends of the university, especially the earlier gifts in the history, went into buildings and their equipments, but in course of time the following amounts have been accumulated and are now productive endowment.

Four brothers, Messrs. S. J. T. Johnson, E. W. Johnson, W. D. Johnson, of Corsicana, and J. M. Johnson, of Hubbard, Tex., together with their mother, Mrs. M. M. Johnson, gave the sum of \$5,000 for the purpose of endowing the chair of mathematics.

The next amount of productive endowment, \$7,176.12, has been made up by the sale of scholarships and by gifts of small tracts of land, congregational collections, and individual gifts.

Mr. James Aston, of Farmersville, Tex., gave first and last, \$9,217.50, with which he proposed at least in part to found a chair of theology. This endowment is connected with the president's chair, who carries out the will of the donor by giving the theological students all possible instruction fitting them for the ministry.

Mr. T. F. Fowler, of Davilla, Tex., left by will to the university \$8,000, the interest from which to be used in the temporal support of needy young men preparing for the ministry. This amount is well secured and producing 10 per cent interest, and is exceedingly serviceable in the exact way expressed in the will. The other amounts stated are well secured at 10 per cent interest.

Rev. R. O. Watkins, of Kemp, Tex., gave and secured together the means with which to purchase a dormitory for divinity students. This Watkins Divinity Hall is now in use and is valued at \$1,000.

Mr. William Saunders, of Austin, Tex., gave by will \$500, the interest of which is to be used as a prize for the highest proficiency in some line of work to be designated by the faculty. This \$500 is now on interest at 10 per cent.

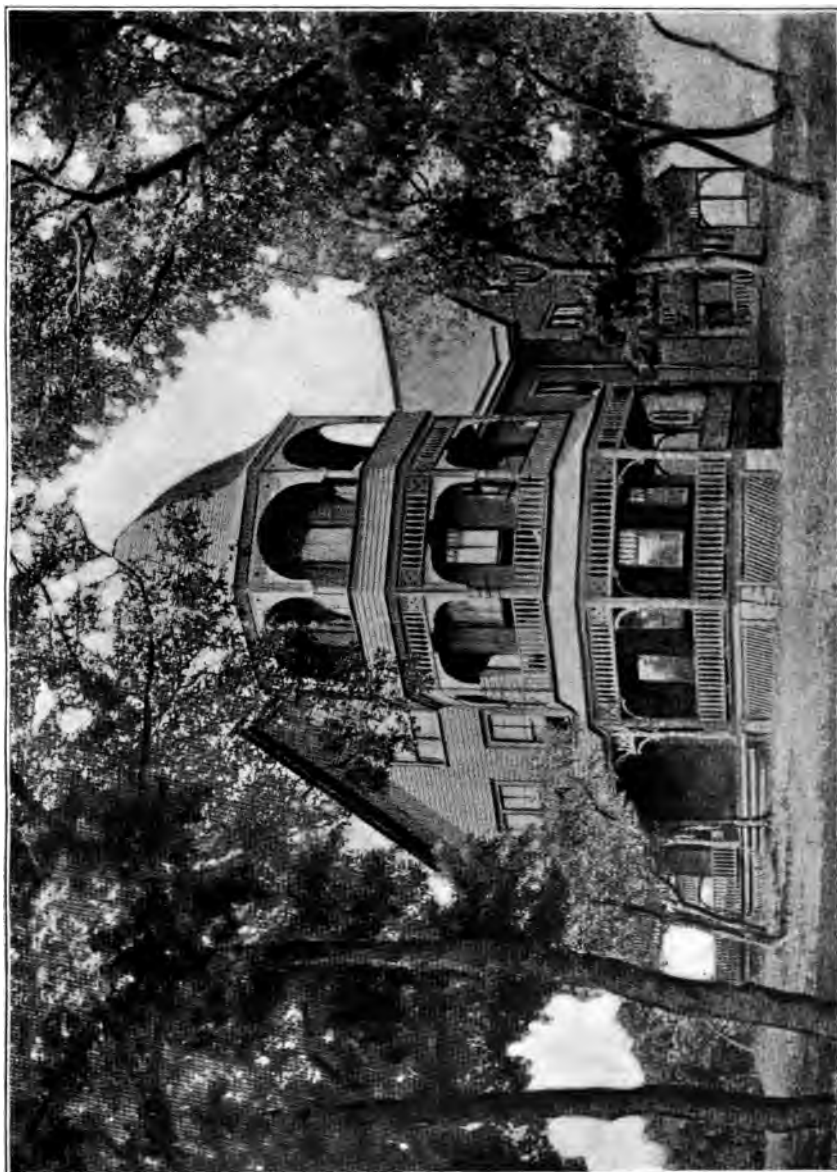
Altogether, the productive endowment now possessed by the university aggregates \$32,473. The university also owns in unpaid bequests \$10,500 and in real estate, located in different parts of the State, about 2,500 acres of land estimated to be worth \$10,000, or \$45,000 which is nonproductive at present, but will be sold and added

to the productive endowment as soon as in the wisdom of the board it may seem best. Col. John Boyd, a pioneer of the early days of Texas and a great friend of education, was prominent among those whose liberality and activity in the matter helped to make up the bonus with which to locate and found the university.

Dr. J. S. Wills, for some years president of the board of trustees, gave much of his means and influence to the upbuilding of the institution. Judge L. B. Prendergast, second president of the board, was an earnest worker in establishing the university, and Hon. D. M. Prendergast, one of its founders, was a most faithful servitor for a great many years. He was known as a man of wealth, liberal with his means, and in 1892 was the Prohibition nominee for governor of Texas. Capt. T. W. Wade, who has been identified with the university from the start, has given more time and labor to the institution, besides acting as treasurer, than perhaps anyone connected with it. Mr. John Korner is also noted for the length and character of his services, and among others who have done important work in the university's interests may be mentioned H. A. Boyd, J. M. Love, and J. H. Roberts.

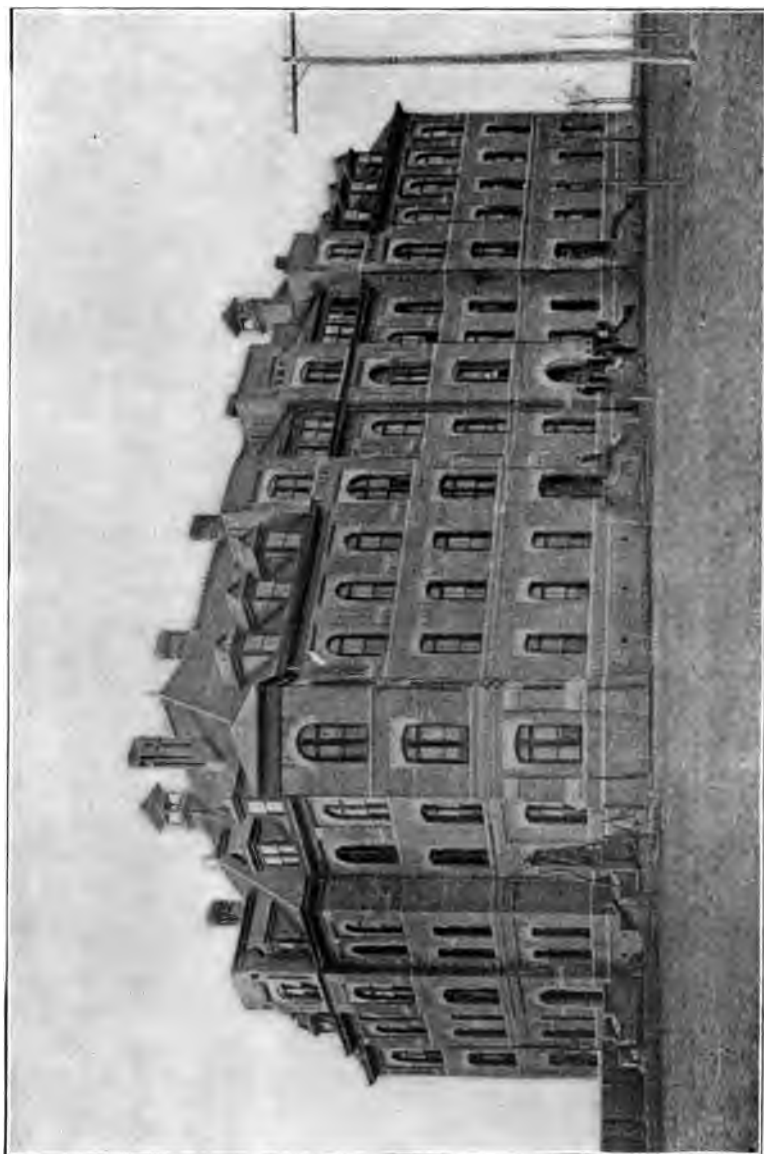
Rev. W. E. Beeson, first president of the university, was a native of Virginia, graduated at Cumberland University, Tennessee, and for eighteen years was president of Chapel Hill College at Daingerfield, Tex. He spoke of the university as the "child of God," and was ever confident of its success. He died in 1882. His successor, Rev. Benjamin G. McLeskey, was born and educated in Tennessee, and died in 1885. Rev. S. T. Anderson next acted as president one year, when he resigned and went to California, where he died a few years ago. Rev. B. D. Cockrill, now president of the university, has contributed greatly to its success by his faithful and conservative administration. The average attendance is about 250 students.

With its corps of 15 professors and teachers, its recently increased and improved apparatus, its buildings, more ample and improved, and an annually increasing patronage, the university is prepared to do very efficient work in liberal education. Its prospects were never brighter. Its entitlement to complete endowment is increasing annually. Its increasing list of well-equipped men and women in high places of usefulness throughout the South and West is one of its recommendations and one of its sources of encouragement. The work it has done stands the test to which high and responsible positions in life put it. Its better equipment promises still better work in future. It has always held to the doctrine of the necessity of the classical curriculum, and it does not yet see sufficient reasons for adopting the elective or short courses of study. It is to be more and more the exponent of thorough and broad culture. The permanent prosperity and happiness of the South demand such institutions. It proposes to keep alive and aggressive in its teaching on all social, economic, political, and moral *questions.*



TEXAS FEMALE SEMINARY, YOUNG LADIES' HOME, WEATHERFORD.





ADD RAN CHRISTIAN UNIVERSITY, MAIN BUILDING, WACO.

TEXAS FEMALE SEMINARY.

In the year 1887 a number of the prominent citizens of Weatherford started a movement for the establishment of a school for girls at that place. The buildings were erected by private subscription, in sums ranging from \$100 to \$800. Among those most active in the founding of the school were Rev. W. J. Templeton, T. N. Roach, J. R. Coutts, William H. Eddelman, George P. Levy, Hon. S. W. T. Lanham, W. T. Ivy, J. L. Hill, J. R. Lewis, and others. The gifts were in both money and land. On the 6th day of March, 1890, the institution was chartered by the synod of the Cumberland Presbyterian Church of Texas, since which time it has been under the control of that body. The total estimated value of grounds, buildings, and equipment is \$35,000.

The school for the first year was under the presidency of Rev. J. L. Dickens, Ph. D.; the second year under Rev. W. B. Farr, D. D.; then for five years under Rev. J. S. Howard, A. M. Dr. Howard was succeeded in September, 1897, by Miss Emma Elizabeth McClure.

The school is thoroughly modern in spirit and methods, and invites critical comparison of its work with that of the best schools of the country.

ADD-RAN CHRISTIAN UNIVERSITY.

In the fall of 1873 Randolph Clark opened the first session of what was afterwards called Add-Ran College. There were 13 pupils enrolled the first day. Addison Clark, who remained at Fort Worth to close the session contracted for there, joined his brother near the close of the session. A charter was obtained and catalogues published at the close of the first session. The attendance increased rapidly from the start, and in a few years the average enrollment was 350. In a few years new and larger buildings became a necessity. They were undertaken without a dollar in the pockets of the proprietors, but with an unshaken faith in the enterprise. A new three-story stone building, 40 by 60 feet, and a wooden building for the primary school, were erected in 1876-77. A few years after another wing, 60 by 80 feet, became a necessity, and was built. In the meantime dormitories for young men and buildings suitable for a home for young ladies were erected. A beautiful lot was purchased and buildings erected sufficient for 50 or 60 young ladies. This is known as the "Add Ran Girls' Home." It was presided over first by Mrs. M. E. Taliaffero, afterwards by Mrs. Wideman. These ladies, with the assistance of the lady teachers who boarded at the home, made it a truly ideal one. Improvements and additions, which were very much needed, have since been made.

In 1890 the proprietors of Add-Ran College made a donation of all the buildings and property to the Christian Church of Texas. A new

charter was obtained under the name of Add-Ran Christain University, and a new board of trustees elected. Hon. J. J. Jarvis, of Fort Worth, was elected president of the board of trustees. He at once began the work of erecting a new and large addition to the buildings. This he put up principally at his own expense. This addition, a four-story stone, with seven good rooms, is known as the "Jarvis Building."

The name Add-Ran, it will be noticed, is a combination from the given names of the Clark brothers.

The institution was originally located as a college at Thorp Spring, but a few years ago was removed to Waco, "the central city" of Texas. It has succeeded to some indebtedness from the college, which is not likely to be increased, but rather decreased, as the interest is kept paid, and as a university its affairs are being conducted on a money-saving basis. The proceeds of the Thorp Spring property are used to reduce the college debt. In their report the trustees state:

About \$4,000 of new pledges have been secured—more than enough to pay interest on our debts. We have bequests amounting to about \$25,000, and counting the Bible chair subscriptions we have about \$20,000 in pledges. Our lots and salable lands are valued at about \$10,000. About \$4,000 has been paid on the Bible chair pledges; this has been loaned to the university, for which 10 per cent interest is paid, for the furtherance of the Bible department. Our Waco buildings, furniture, and campus are valued at \$120,000; the property at Thorp Spring cost about \$60,000. Our entire indebtedness, including that at Thorp Spring and what we owe the Bible college, is about \$30,000. It is our purpose to collect pledges and sell our lands and pay off as rapidly as possible these debts.

An industrial school and a military school are new features of the institution. There are post-graduate courses in philosophy, political science and sociology, pedagogy, history, physics, mathematics, German language and literature, Greek language and literature, and Latin language and literature. Under Chancellor James W. Lowber, since regent of the post-graduate department, the post-graduate courses were greatly enlarged so as to add many of the subjects named. That it is appreciated is evidenced by the fact that graduates are increasing in that department.

The institution has an average attendance of about 400 students. Addison Clark, LL. D., is now the president, and J. B. Sweeney, A. M., Ph. D., chancellor of the university.

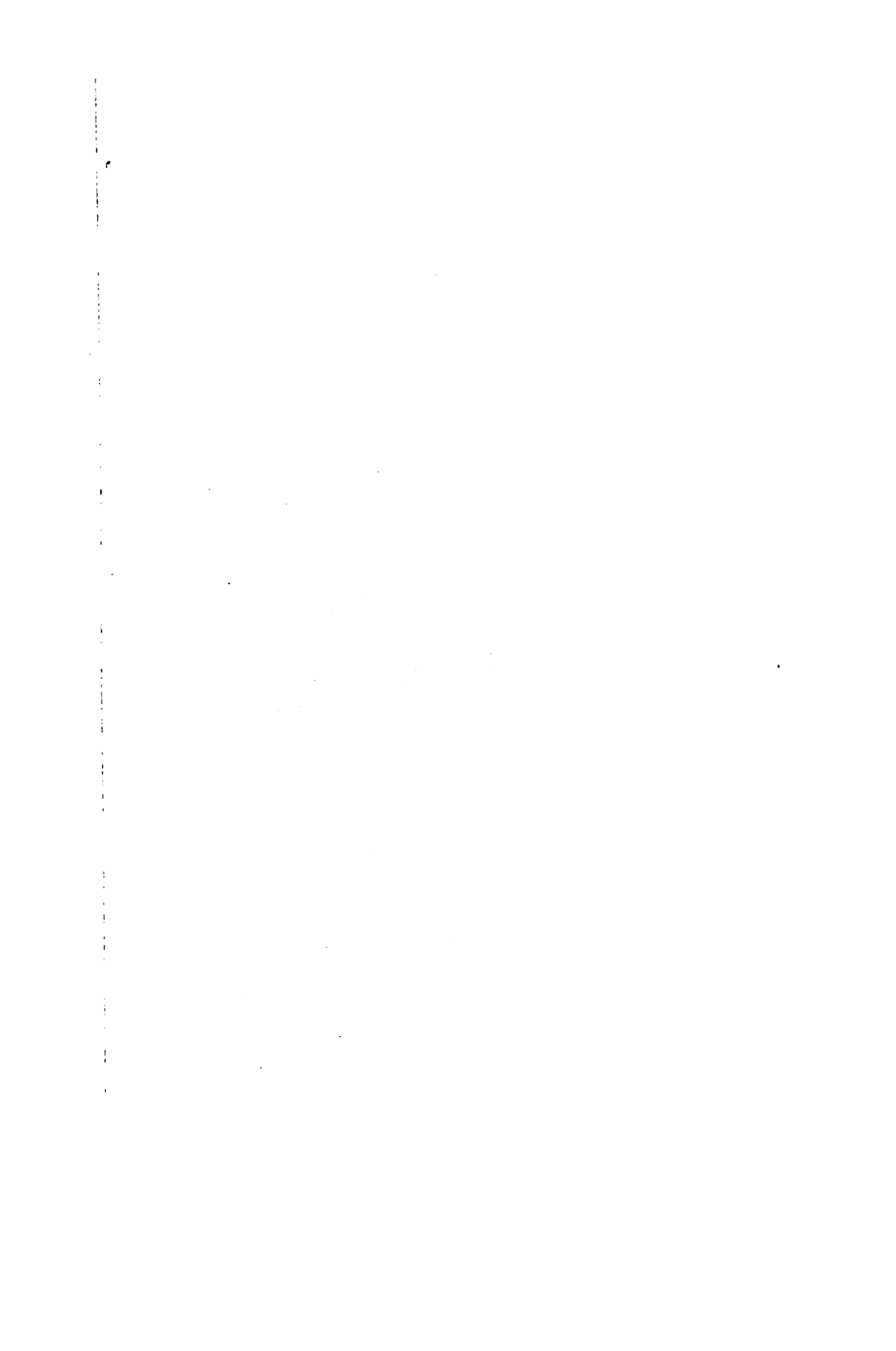
CARR-BURDETTE COLLEGE.

The origin of this college, as related by Mrs. O. A. Carr, who with her husband were its founders, is a lesson in educational enterprise. Many years ago, as she states:

After a long and arduous term of labor as adjunct professor of English and principal of the ladies department of the University of Missouri, my nervous system broke down and I was compelled to suspend my work. About this time Mr. Carr was called to preach for the First Christian Church, at Springfield, Mo., and believ-



CARR-BURDETTE COLLEGE, SOUTHWEST VIEW, SHERMAN.





WEST TEXAS MILITARY ACADEMY, SAN ANTONIO.

ing that the altitude of the place would conduce to the restoration of my health, he accepted the call. Breathing the ozone of the Ozarks and giving myself up completely to the restoration of my health, I was, at the expiration of about two years, a new creature. With my returning health my old passion for teaching was awakened, and I determined to renew my professional labors. The question arose, "Where shall I teach?" The thought came to me like an inspiration: "Build a college for girls, consecrate your life to it, and leave it as a bequest to the church." I laid the matter before Mr. Carr, telling him of my heart's desire, and after careful and prayerful consideration we determined to devote the energy of our united lives to the work. A proposition was submitted while Mr. Carr was in Sherman, and several other towns were willing to do something handsome to secure the location of the college. I came, amused at the idea of locating our life work in semi-civilized Texas. But I was ignorant of Texas and her marvelous developments, and of her more marvelous undeveloped resources. She and her good people were a revelation to me.

We believed that our college located in Texas would redound more to the interests of the church than if located anywhere else in the Union, as it was more needed here than in any other State; and behold, we are in Texas, and in Sherman, and on the elected site here the foundation is laid broad and deep and strong. To sell 250 lots at \$200 each, and to collect the money, was the work to be accomplished in order to secure the college, a work that demanded enormous courage and indomitable will power and persistence. We struck out the word "fail" and all its derivatives from our vocabulary, and addressed ourselves to the task. We traveled in five different States, and amid the distraction of the most intense political excitement and under the pressure of the severest financial crisis the country has experienced since 1837, we completed the sale of the lots after two long years of labor, worry, and anxiety inexpressible.

The college building, which is on a campus of 8 acres of ground, is a handsome 2½-story brick, with massive stone foundations. There are departments of art, elocution, and music, and a gymnasium. The grounds are valued at about \$5,000, and the building and equipments at about \$55,000. After building the college from the proceeds of city lots, the founders, as originally intended, deeded the grounds and buildings to the Christian Church of Texas. The college is already one of the best-equipped female schools in the Southwest. In the college announcement it is claimed that on account of milder climatic conditions Northern girls seek Southern colleges for their education. "Our college," it is added, "is just the place for delicate and ambitious Northern girls. A hearty welcome awaits them."

WEST TEXAS MILITARY ACADEMY.

This institution was founded in 1893 by the Right Rev. J. S. Johnston, D.D., bishop of the Episcopal Diocese of San Antonio. Starting with only 12 scholars, it closed its first year's work with a total attendance of 49. During the past three years there has been an attendance of over 100 cadets each year. This record of growth proves the wisdom of its founder's plans, and demonstrates the favor and confidence with which the institution is regarded.

The academy is situated in a commanding position on Government Hill, overlooking the city of San Antonio, on grounds adjoining the United States military post.

In addition to the handsome and commodious building in which the school was opened, the growth of the institution made it necessary to erect another similar building for schoolrooms and dormitory within five months from the opening of the academy. The third building was opened for use in September, 1895. During the same school year a gymnasium, 70 by 24 feet, was completed, chiefly by the efforts of the cadets and a few of their friends. In September, 1896, still another building was occupied for school work, thus making a group of five buildings well adapted for the purposes intended.

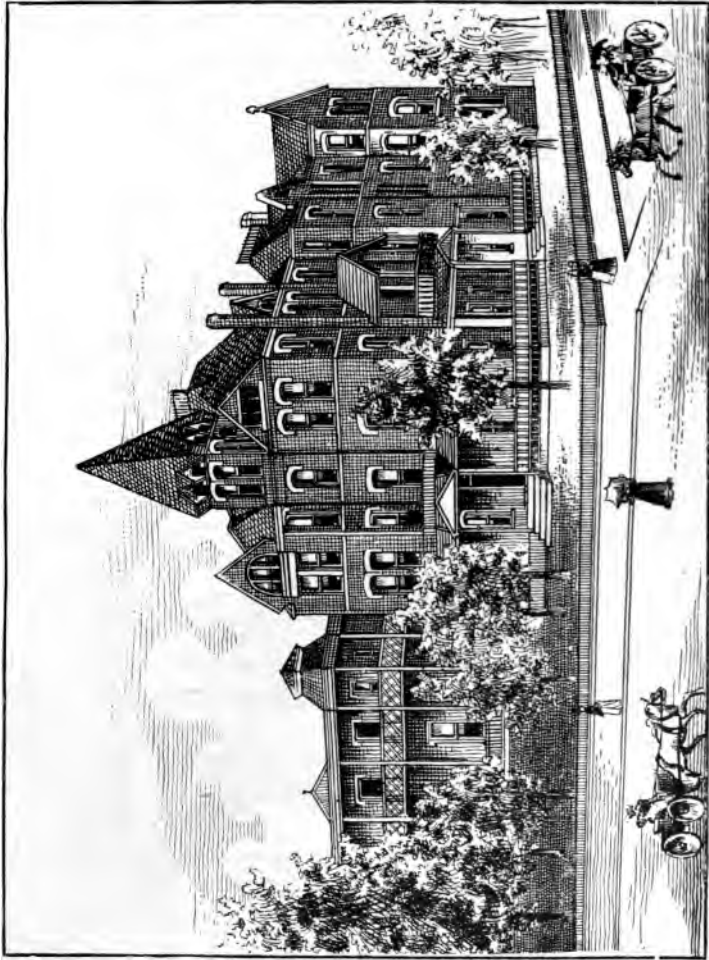
The thoroughness of the instruction which the academy offers is recognized by well-known higher institutions of learning. The certificate of the academy is now accepted, instead of entrance examinations, by the University of the South, at Sewanee, Tenn.; the University of Missouri; Hobart College, New York; Kenyon College, Ohio; Purdue and De Pauw universities, Indiana, and the University of Texas.

The registry is represented by students from Arizona, California, Louisiana, New York, New Mexico, Mississippi, Oklahoma, Texas, and Mexico. Rev. Allan L. Burleson is the present rector of the academy.

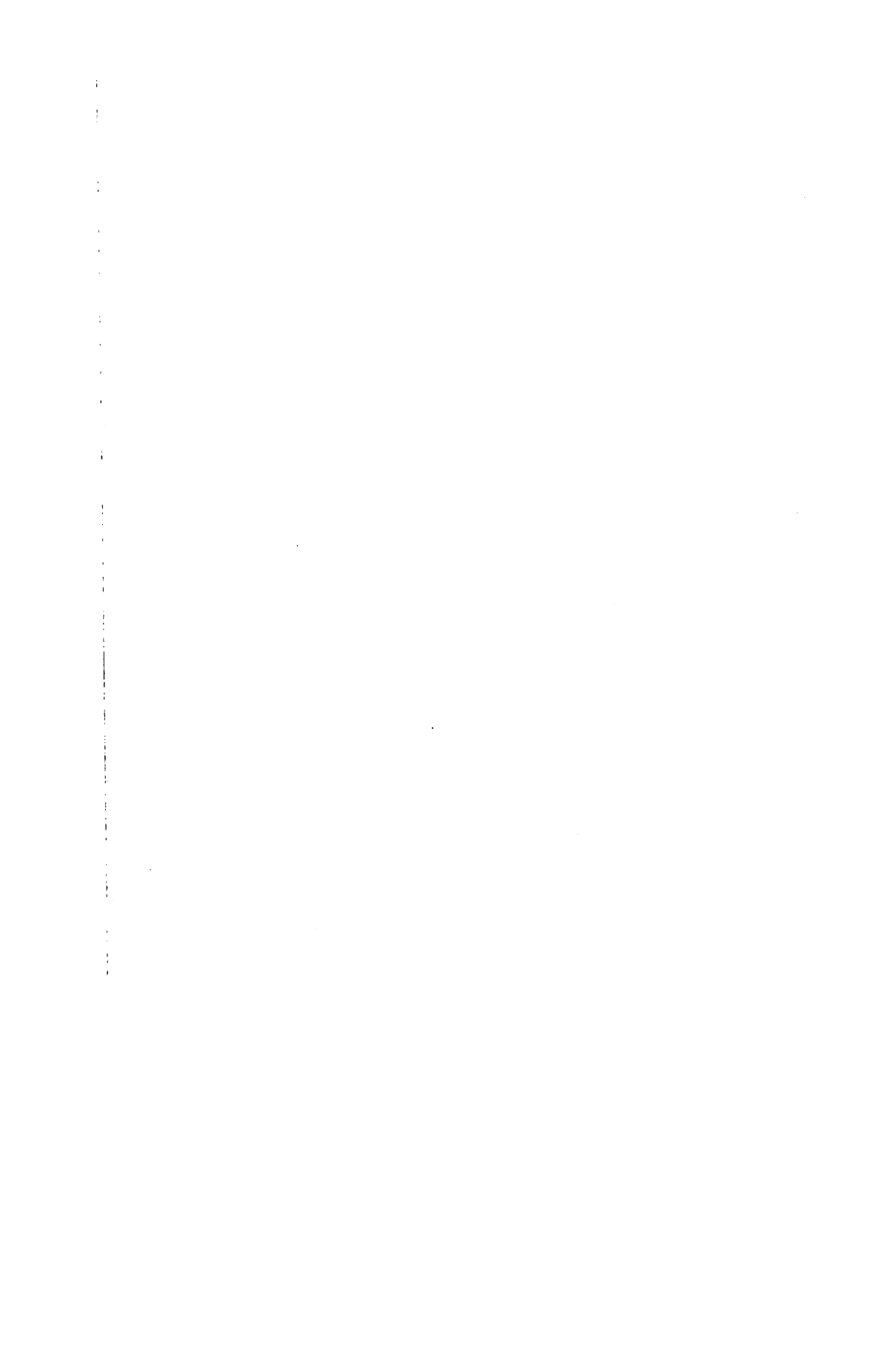
GRACE HALL AT AUSTIN.

This is an institution founded in Austin in 1897 by the Right Rev. G. H. Kinsolving, bishop of Texas. It is in the nature of a "church house and school for young ladies" attending the university of Texas and is in charge of Mrs. J. M. Leizewitz, as matron, and under the general oversight and direction of the bishop. It is notable as an altruistic conception of the bishop, having regard to its benefits for girl students generally, whether of his own church or others, or no denomination, and in that respect is a liberal church movement. The wisdom of the movement is that it takes practical advantage of the valuable equipment and instruction of the State University to build up a church home school supplementary to the university without the church incurring the expense of such instruction and equipment, and by directing its moral influence in that way the school is not only an effective church adjunct, but a most desirable annex to the university—such, in fact, as might well be established by other churches.

The equipment extends to all that goes to make school life a church home life, regulated and guided by Christian discipline and supervision. The teaching in the hall embraces music, art, and other departments of education and culture not taught in the university, and seeks to supplement in every way needed the best scientific and literary training to be had in the State.



ST. MARY'S HALL, SAN ANTONIO.



There are 26 young ladies in the hall, which is the full number the present building can accommodate. On the same grounds a handsome college chapel is now in process of erection. When completed the entire group of buildings, including the Episcopal residence, will cost about \$100,000.

ST. MARY'S HALL, SAN ANTONIO.

This is the title of an Episcopal female college founded in San Antonio, and the pioneer Protestant institution in that city for the education of young women. It was as early as 1865 that, through the instrumentality of Bishop Alexander Gregg, a small school was opened and placed in charge of Rev. Joseph J. Nicholson. A generous gift of \$10,000 from the late John D. Wolfe enabled the bishop to erect the building known as Wolfe Hall, and the school, as narrated in a sketch of it by Miss Florence Wasson—

seemed to be firmly established, only wanting time and patience to bring its noblest fruition. But alas! the breaking out of cholera in 1866 was the signal for the dispersion of the school, and the subsequent failure of the health of Mr. Wagner, then in charge, rendered it impracticable to reopen the school after the epidemic subsided. In 1875 the Right Rev. R. W. B. Elliott was consecrated missionary bishop of western Texas, and very early in his episcopate evinced a deep interest in the subject of Christian education, and urged the matter upon the attention of the churchmen of western Texas. But before the church was able to take any steps to carry out Bishop Elliott's recommendations, Miss Philippa Stevenson, in May, 1879, began a private school for girls with every element of Christian influence that a private enterprise could exert, and this was really the nucleus around which the present Episcopal female college formed. Just at this period Bishop Elliott, feeling the time for the reestablishment of St. Mary's Hall was at hand, approached Miss Stevenson on the subject, and in September, 1880, she was formally installed as its principal.

With a gift of \$3,000 from Miss Catharine L. Wolfe, daughter of Mr. John Wolfe, Bishop Elliott repaired and improved Wolfe Hall, and paid off a mortgage on it, thus restoring the building to the original purpose of its founders. It is a large two-story stone edifice, especially adapted to a Southern climate, having a south and east exposure. Large grounds, shaded by trees, enhance its substantial beauty, as it stands basso-rilievo against the rich green background of woodland growth. Connected with this building by a corridor is the boarding department, a beautiful and commodious brick structure costing \$17,500, built in 1890 as a memorial to Bishop Elliott. On the second floor is Gray Memorial Chapel, furnished by the widow of the late Rev. George Z. Gray. A stained glass chancel window was contributed by the alumnae in memory of Miss Stephenson. Following her, the successive principals of the school were Miss M. A. Dade, Dr. John G. Mulholland, and the incumbent, Rev. Wallace Carnahan.

The purpose of St. Mary's Hall is to produce a symmetrical womanhood of the highest type. Not only is the utmost care taken for the

health and development of the body and the highest culture of the mind, but the spiritual nature is guarded and trained as the crowning work of a true education; nor is the cultivation of elegant manners as an element of womanly influence neglected. As Bishop Johnston has said of it:

Many a household and community will always be different from what it would have been, more refined, more cultivated, more influenced by high ideals of right living, because of the silent work of character building along the lines of church teaching which has gone on in this Christian school for these eighteen years.

The value of the property of the school is about \$40,000.

ST. MARY'S COLLEGE, DALLAS.

This college, which is conducted under the auspices of the Protestant Episcopal Church, was founded by the Right Rev. Alexander C. Garrett, D. D., missionary bishop of northern Texas, which has now become the diocese of Dallas.

Ground for the foundation of the college was broken September 10, 1884, and the school was opened September 10, 1889, with Miss Nannie Warden as principal, who served one year. In September, 1890, Miss Maria K. Torbert was appointed principal by the bishop, and the college has continued under her efficient care to the present time. The money invested for the establishment of the institution was raised by Bishop Garrett from many people. The college has no endowment fund, but the value of the property is estimated at \$100,000.

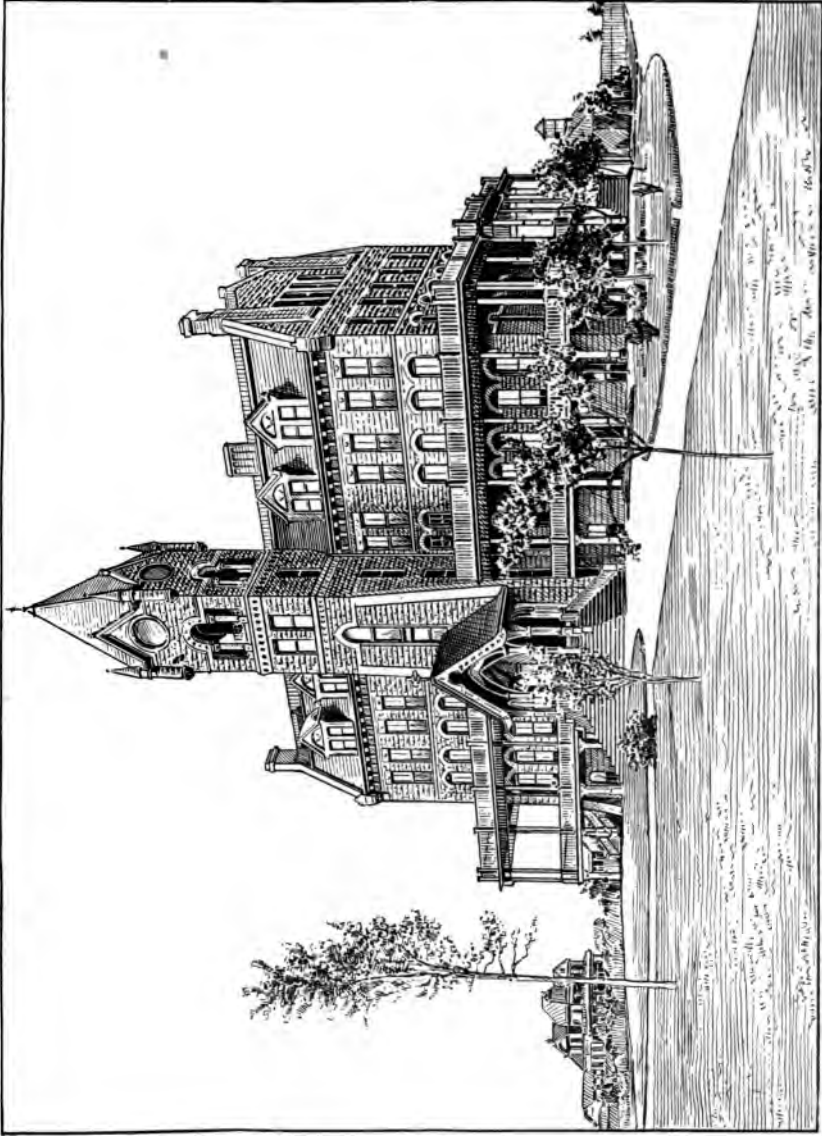
The school has a large attendance of young ladies, some of them from other States.

A new building, Graff Hall, has recently been erected in memory of Mrs. Elizabeth M. Graff, of Philadelphia, who was a generous friend of the college. It affords greatly improved facilities for the study of music and the fine arts.

The degree of M. A. is conferred upon those who, having completed the prescribed course for the degree of B. A., can also pass examinations in the electives set down therein.

The degree of B. S. is conferred upon those who, having completed the prescribed course for the degree of B. A., can also pass the necessary examinations in German and in advanced work in the natural sciences (four electives required)—astronomy, chemistry, physics, geology, general biology, botany, zoology, physiology, and physiography.

The religious instruction is in charge of the bishop of Dallas, who will meet the students at stated times for special instruction, and under his direction there is systematic study of the Holy Scriptures and church history.



ST. MARY'S COLLEGE, DALLAS.

TEXAS MILITARY INSTITUTE.

This institution was first opened in Bastrop, by Col. John G. James, under the name of the Bastrop Military Institute, but was moved to Austin under the present name June 10, 1870, and remained in operation there till June, 1879. In September, 1897, the school was reopened at Llano in its present buildings and under its present management. At Austin it had over 100 students with every prospect of continued success, when its collapse resulted from the State establishing the Agricultural and Mechanical College at Bryan, with the military feature and the advantage of free tuition. Colonel James, who, with his brother, F. W. James, founded the institute at Bastrop, and was its superintendent from its inception, was subsequently elected president of the college at Bryan.

The site of the school at Austin, on which still stands the main institute building, an imposing castellated structure, is on an elevated plateau of some 30 acres of ground purchased from Mr. James H. Raymond, and as now embraced in the city's limits is very valuable. This property has passed into private hands. The Centenary College plant at Lampasas was offered for the reestablishment of the institute but was not deemed so eligible as the outfit at Llano, embracing 18 acres of land and the use of suitable buildings.

The institute is not strictly a sectarian school, being patronized by all denominations, but the main promoters in establishing it were prominent men of the Episcopal Church, among them Col. E. J. Massey, Col. C. F. Austin, Capt. A. N. Leitnaker, and the president, Rev. Charles P. Dorset. Bishop Kinsolving and Rector T. B. Lee, of Austin, have also warmly befriended the enterprise. The attendance of students at its rebirth was small, but the matriculates have materially increased each session.

Following is the organization of government of the school: President, Rev. C. P. Dorset; chief of staff, Col. C. F. Austin; commandant, Maj. P. B. Bittle; treasurer, Capt. A. N. Leitnaker, Austin, Tex.

The main building was erected and furnished for a first-class hotel, and was for five years used as such. It is built of brick and red granite, is 150 feet long by 100 feet in width and three full stories in height. It has also an annex 40 feet square, which is used as a kitchen and power house.

The gymnasium and armory, situated across the street from the main building, is a building 60 by 120 feet, well constructed of brick and blue granite. It affords an abundance of room for all general gatherings, amusements, military calisthenics, and indoor drill. A staircase at each end leads to a broad inside gallery which affords abundant accommodation for spectators.

OTHER CHURCH SCHOOLS.

Central College, at Sulphur Springs, was chartered in 1883, under direction of the Methodist Episcopal Church, South. Rev. J. W. Adkisson was the first and J. J. Squires is the present principal. The attendance of students ranges from 150 to 200. Value of property, \$20,000.

Centenary College, at Lampasas, was chartered in 1884 under the auspices of the Methodist Episcopal Church, South. Revs. Marshall McIlhany and Henry A. Hayes were the successive principals. It ceased operations some years ago, and the property was offered, but not accepted, for the Texas Military Institute, since located at Llano. It consists of two three-story frame buildings, each 60 by 100 feet, and 40 acres of ground.

Granbury College, at Granbury, was chartered by the Methodist Episcopal Church, South, in 1873. The first principal was Rev. W. P. Wilson, the incumbent is Prof. E. P. Williams. Attendance of students about 150. Value of property, \$15,000.

Simmons College, at Abilene, was chartered as a Baptist institution in 1891. It has about 100 students. Rev. W. C. Friley was the first and George O. Thacher is the incumbent principal. Value of property, \$25,000.

Carlton College, at Bonham, is a female school operated under the influences of the Christian Church since 1867. It has an attendance of over 100 students and property valued at about \$10,000.

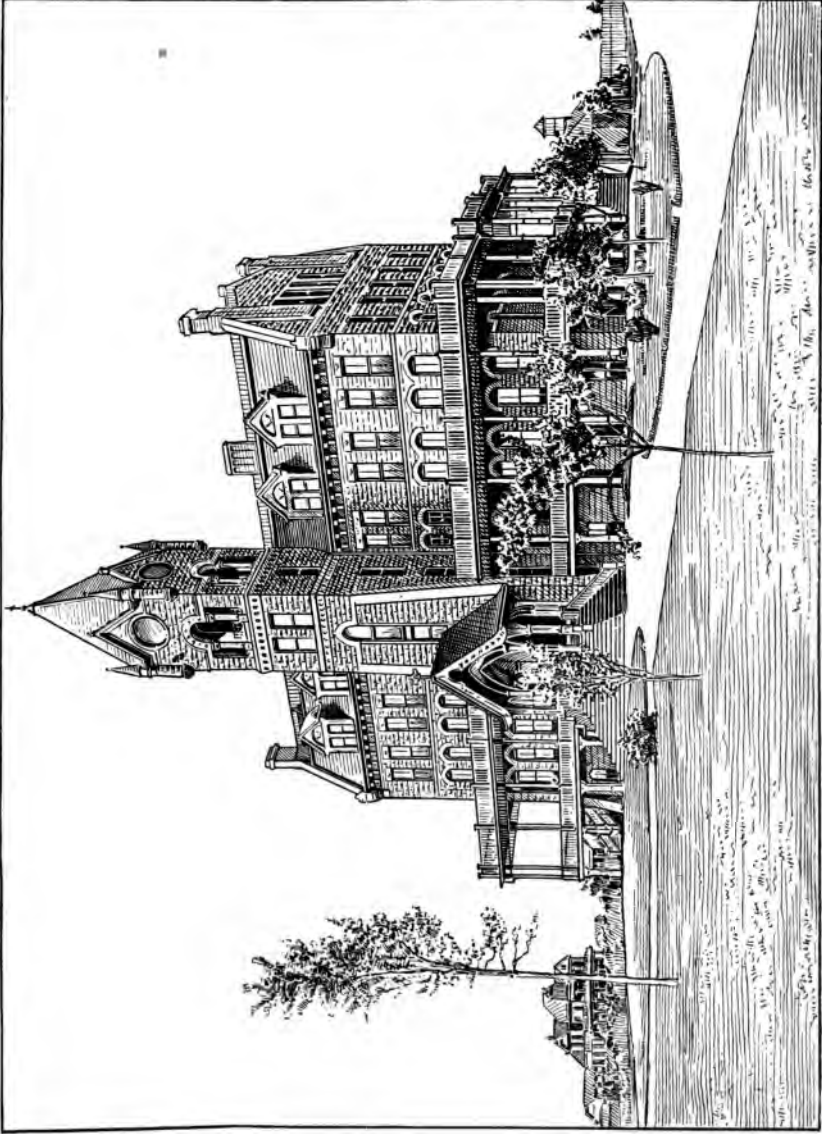
Chapel Hill Female College, at Chapel Hill, was chartered in 1851 as a Methodist school. The principal is Rev. S. M. Godbey, and it has an attendance of about 100 students. Value of property, \$12,000. An act has been introduced in the legislature to consolidate it and the property of the old Soule University, under the name of the Chapel Hill Female College.

Glen Rose Collegiate Institute, at Glen Rose, was chartered in 1889, under the direction of the Presbyterian Church. It has an attendance of about 200 students. Prof. W. A. Bolles was the first and Prof. O. E. Arbuckle is the present principal. Value of property, about \$10,000.

Northwest Texas Baptist College, at Decatur, was first operated under its charter in 1893. A. J. Emerson was the first and is still the president of the college. The attendance of students ranges from about 150 to 200. Value of the property, about \$40,000.

CATHOLIC INSTITUTIONS.

The diocese of San Antonio (Diocesis Sancti Antonii) is the most interesting in the history of the Catholic Church in Texas. The missions, as constructed by the Jesuits for the joint purposes of churches,



ST. MARY'S COLLEGE, DALLAS.

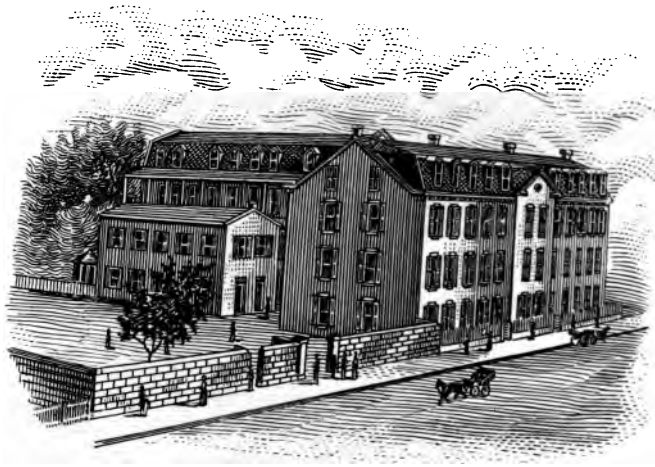
Church. The book from which the writer has gleaned most of the other information as to the Catholic schools in the State is a compilation of church history recently published by Carrico & Bowen, of San Antonio. The narrative as to St. Mary's College is as follows:

It was early in the year 1852 that the Rt. Rev. J. M. Odin, of saintly memory, undertook a fatiguing journey to France to solicit missionary aid for his extensive diocese, which then embraced nearly the whole of Texas. Brothers Nicholas, Koenig, Lineaux, and Maulere were placed at his disposal. In May, 1852, they arrived in San Antonio, and without delay entered upon their new career. They applied to the Reverend Calvo, a Lazarist father, who then ministered to the only Catholic parish in the city. The reverend father accorded them every mark of interest and courtesy, treated them hospitably, and aided them in their preparations to open a school. This school was located on the west side of Military Plaza, where some years later Mr. Guerguin conducted his well-known Monte Pio. A room was rented on the second floor of a livery stable, crude school furniture improvised, and in September of the same year a boarding and day school was opened under the name of "St. Mary's School." This nucleus of the present St. Mary's College was taught by Brother Edel, director, assisted by Brothers Koenig and Lineaux, Mr. O'Neil, and a novice of the order, who, however, died before the close of the year. Among the first boarders were Mr. Doyle, who soon afterwards became associated with the school as an instructor; John and William Wallace, the former of whom also was later connected with the school as a teacher, and subsequently joined the Confederate army. R. and G. Pereida and the Flores brothers are remembered to have attended at this time as day scholars. The community of brothers and boarders resided in an humble adobe house at the corner of South Laredo and West Commerce streets.

The visible blessing of God accompanied the labors of the brothers, as was seen by the liberal patronage accorded the school; in fact, the increase of boarders and the attendance of day scholars were so encouraging that soon after the opening of the second session it was evident that more ample accommodations would be required. Accordingly, in November, 1853, the school and residence, which till then had been separate, were joined and transferred to the present site of the institution—the original building, a stone structure, 60 by 80 feet, and two stories high, now forming the central part of the enlarged building fronting College street, then known as Water street. At the close of the session of 1854-55 the attendance of the school was 150 pupils, 40 of whom were boarders.

About this time the genial Mr. Boyle became connected with the growing institution. He is fondly remembered by his fellow-teachers and the old pupils for his devotedness and his ability as an instructor. Rev. Father Sped, also an energetic priest of the diocese, who had come to this country with Rev. Parisof, O. M. I., took an active interest in the school about this time by volunteering his time and services in teaching. In consequence of this increase in the corps of teachers and the systematic instruction, the improvement of gradation in studies and proper classification of pupils were made possible, and the object of the brothers to elevate the standard of the school to the rank of a college could gradually be accomplished. When, in 1859, Brother J. Moore, a thorough scholar and an accomplished educator, became connected with the school, its ascendancy received an additional impetus. It was about this time that James and Bryan Callaghan, Anton Adam, B. Mauermann, H. Elmen-dorff, C. F. Kleine, A. Biesenbach, A. and E. Steves, and others who afterwards attained recognition in administrative positions or became prominent citizens of San Antonio, attended St. Mary's.

Brother Edel, whose untiring energy was the mainspring in this gratifying progress of the school, prudently foresaw the future possibilities, and took measures for



ST. MARY'S COLLEGE, SAN ANTONIO.

increased accommodations. A spacious kitchen, a dining room, and storerooms were annexed. These were substantially built of lime rock found in the quarries north of the city. The material is soft and white when quarried, but by exposure to the atmosphere becomes somewhat dark and considerably harder. At that period it was almost exclusively employed in San Antonio as a building material in the erection of large edifices.

Now came the war, and with it general depression in the South, affecting all departments of industry and trade, and school interests as well. Much difficulty was often experienced in procuring food and school materials. However, teachers were exempt from conscription, and when San Antonio was under martial law, with General Bee commanding, the school enjoyed certain privileges.

In 1866 Brother Edel, on account of declining health, was retired, at his request, from the arduous cares of the directorship, and Brother Charles Francis was appointed his successor. Shortly after the opening of the session in the fall of 1866 San Antonio was visited by the cholera. The municipal authorities ordered all public and private schools to be closed indefinitely. The day scholars were accordingly dismissed from St. Mary's, but the boarders remained, and instruction was regularly continued for them. The epidemic was quite virulent and fatal, the death rate frequently reaching 90 victims per day. By the prompt and rigid enforcement of sanitary measures, and the regulation of diet, under the direction of Dr. Cupples, who acted in the capacity of physician to St. Mary's, the school enjoyed immunity from the scourge, there being, during its entire continuance of two months, only one pupil who suffered a slight prostration—the son of General Escobeda. After the expiration of six weeks the schools were reopened, and from this period St. Mary's enjoyed an interval of long-continued prosperity, with a constantly increasing patronage. Bishop Pellicer took great interest in the school and gave it liberal encouragement.

In the fall of 1874 San Antonio became the see of a bishop. Episcopal residence being the rectory of St. Mary's Church, his lordship Bishop Pellicer soon became intimate with the brothers. He took great interest in the well-being of the school, gave it liberal encouragement, and frequently associated with the brothers in conversation and recreation.

In 1875 it was again found necessary to make additions to the buildings. The visit of the Very Rev. Joseph Simler, who was commissioned by the general administration of the order as visitor extraordinary to the American province, greatly aided the expedition of the new and extensive constructions, and, in fact, in modernizing the whole situation. The very reverend visitor took an absorbing interest in the progress of the school, gave wise suggestions for the improvement of the department of instruction, and caused the institution of the sodalities of the Immaculate Conception and the Holy Angels, of which F. J. Bowen and F. Corbett were, respectively, the first presidents. He further obtained all necessary authorization to erect a three-story building to contain class rooms, dormitories, an exhibition hall, infirmary, dining halls, etc. The work was begun without delay and completed during the session of 1876-77. No railroad had up to this period reached San Antonio; hence considerable delay was experienced in obtaining the building material, the main portion of which came from Mobile, Ala., being transported to the city from Galveston by mule and ox trains. The arrival of this old-fashioned wagon train, consisting of about 20 wagons, each drawn by a dozen mules or as many oxen, and a reserve drove of the animals, encamping on the college grounds, presented a novel appearance. Previous to the advent of railroads this primitive caravan method of transportation was a familiar sight in this section of the country, while passenger travel was carried on by means of the stagecoach. There was, of course, less expedition in those days in leaving college after commencement day than there is at present. It frequently required several weeks before pupils could make favorable connections,

hence they left very gradually, and ordinarily from 15 to 25, living in distant parts of the State or Mexico, were retained at the school during vacation.

In 1877, the Galveston, Harrisburg and San Antonio Railroad having reached the "Alamo City," the influence of the improvement in travel was soon felt at the school by an increased influx of boarding pupils. Intercourse with the mother house, in Ohio, also became more frequent. A number of brothers were regularly sent to the North for the annual retreat; others came to replace these, and the benefit accruing to the school by contact with Northern customs and methods soon became evident. The inspector of schools, who heretofore came to San Antonio at intervals of several years only, was now enabled to make annual visits.

In 1881 Brother Charles Francis, who had successfully governed the school through a trying period extending over fifteen successive years, in the course of which time it was fully transformed and chartered as a college during his administration, was succeeded by Rev. Francis Feith, whose administrative qualities had been satisfactorily proven during his directorship at St. Mary's College, Dayton, Ohio. Rev. Feith's career was especially characterized by a paternal solicitude for the well-being of the faculty and pupils. His unobtrusive labors, affability, and gentleness of manner gained him the esteem, love, and confidence of all with whom his labors brought him in contact. It was during his administration that the movement to transfer the boarding department to the suburbs of the city began to receive serious consideration. Situated in the center of the city, St. Mary's was now becoming surrounded by large edifices; the annoyances and distractions incident to a thriving metropolis were seriously felt; the accommodations in the buildings and on the premises were inadequate, and hence it was deemed opportune to erect a new boarding school. The movement obtained an additional impetus when the Very Rev. L. Beck became provincial of the Brothers of Mary in America. His practical knowledge of architecture and finances qualified him to undertake this work, which, in his hands and under his personal direction, has resulted in the erection of a boarding school commensurate in proportion and completeness with the best modern institutions of its kind in the State.

In 1892 the hierarchy of the United States decided to have an educational exhibit at the World's Columbian Exposition to show what the Catholics in this country are doing for education. The institutions of the Brothers of Mary throughout the States responded generously to the invitation to prepare specimens of school work for the exhibit. Previous to this St. Mary's College had obtained diplomas and silver and gold medals for the excellence of school work exhibited at more than a dozen State and international fairs held at San Antonio. An elaborate exhibit was now prepared and sent to the great exposition. In due time the cheering news arrived that St. Mary's College was awarded a diploma and gold medal by the directors of the World's Fair for the general excellence of its exhibit.

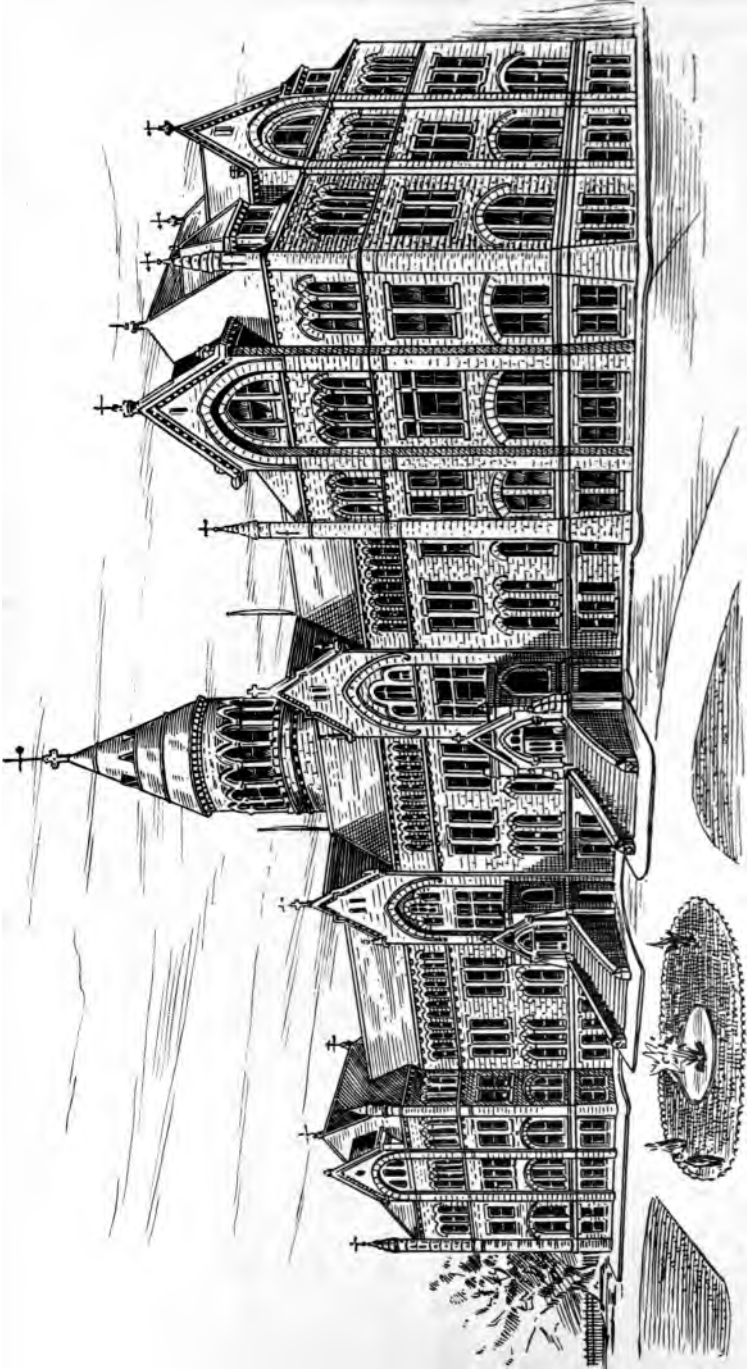
Rev. Father Feith, who had untiringly labored for the ascendancy of St. Mary's, and especially for the erection of the new boarding school, was not destined to witness the completion of the latter. In July, 1893, he received his appointment as chaplain of St. Louis College, Honolulu, Hawaiian Islands, and on the following August 22 he bade adieu to his beloved community and cherished friends in San Antonio to await a fraternal welcome by his confrères on the far-distant Pacific. On the evening of the same day ground was broken for the erection of St. Louis College—a harvest of St. Mary's.

At the close of the session in June, 1894, the boarders bade final farewell to old St. Mary's, as it was then known that the new St. Louis College would be ready for occupancy at the opening of the next session. Brother John Wolf was appointed first president of the new institution, being succeeded at St. Mary's, which now became a day school exclusively, by Brother John Bumeder, who had been connected with the school for several years as teacher of the graduating class.



ST. LOUIS COLLEGE, SAN ANTONIO.

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ST. EDWARDS COLLEGE, MAIN BUILDING, AUSTIN.



At present St. Mary's consists of nine classes, representing primary, grammar, commercial, and graduating departments. The instruction is literary, scientific, and commercial; ancient and modern languages, music, typewriting, phonography, and telegraphy are taught. There are 14 brothers and an attendance of 325 pupils.

ST. LOUIS COLLEGE, SAN ANTONIO.

The erection of this institution was prompted by a desire on the part of the Brothers of Mary to offer superior educational facilities to the youth of the South, and, as an outgrowth of old St. Mary's, it has been in successful operation in San Antonio since 1852, but was not projected as St. Louis College till 1893, when the corner stone was laid by the Right Rev. Bishop Neraz, and the school was opened the year following, with Brother John Wolf as its first president. It is situated 1 mile beyond the corporate limits of San Antonio, at the suburban terminus of the West End Electric Street Railway—sufficiently distant from the city for quiet, undisturbed application to study, yet near enough to enjoy all the advantages of the flourishing historic metropolis of the Lone Star State.

The institution, provided with all modern improvements for health and comfort, occupies a commanding position on a plateau 150 feet above the city. The college property contains 75 acres of land, furnishing ample space for outdoor exercise.

The aim of St. Louis College is to impart a Christian education. The curriculum comprises a complete course of collegiate studies, a thorough commercial training, ancient and modern languages, typewriting, shorthand, telegraphy, music, and art in all their departments.

The attendance is from all parts of Texas, Mexico, and the North. The institution has a capacity for 150 pupils, the personnel at present consisting of 22 brothers and 80 boarders and day scholars. It is an incorporated institution, having power to confer all the degrees usually conferred by colleges.

ST. EDWARD'S COLLEGE, AUSTIN.

Like most of the prominent educational institutions of this country and Europe, St. Edward's sprang from an humble beginning, and has attained a phenomenal growth by gradual and natural expansion. It successfully filled a want and has been appreciated accordingly. The aim of the institution from the start was simple and practical, to give students a thorough business and moral training, to form their character, to develop a well-balanced mind in a sound body; in a word, to prepare them for success in life and to make them Christian gentlemen.

The college was founded and conducted by members of the congregation of the Holy Cross from the University of Notre Dame, Indiana. A small school, which was placed under the direction of Rev. Daniel J. Spillard, was opened in 1881, at the instance of Mrs. Mary Doyle, owner of the property on which the schoolhouse was built.

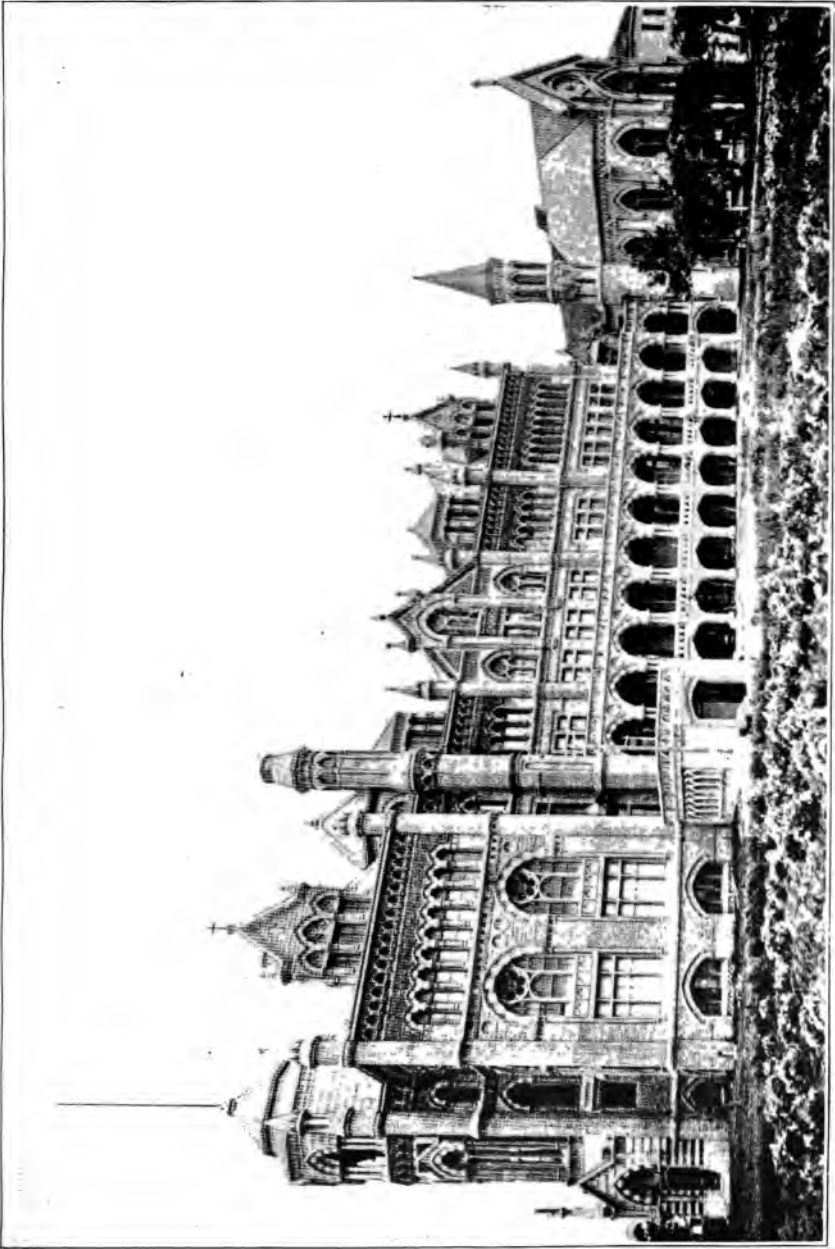
In her will Mrs. Doyle bequeathed about 400 acres of land on condition that a college be erected and kept open on that property or on the 100 acres adjoining, and the latter accordingly was purchased as the site for the college at \$50 an acre.

The attendance of students gradually increased, and in 1883 and 1884 the buildings were enlarged by the Rev. P. J. Franciscus, who succeeded Rev. Father Spillard in the management of the school. In 1885 a college charter was granted by the legislature empowering St. Edward's College to confer degrees in arts, literature, science, and letters, and in 1886 the Rev. P. J. Hurth, C. S. C. (since Bishop Hurth), who until then had been vice-president and director of studies, succeeded Rev. Father Franciscus as president, with Rev. John B. Scheier, C. S. C., as vice-president and prefect of discipline, and the Rev. William Ollmert, C. S. C., as director of studies.

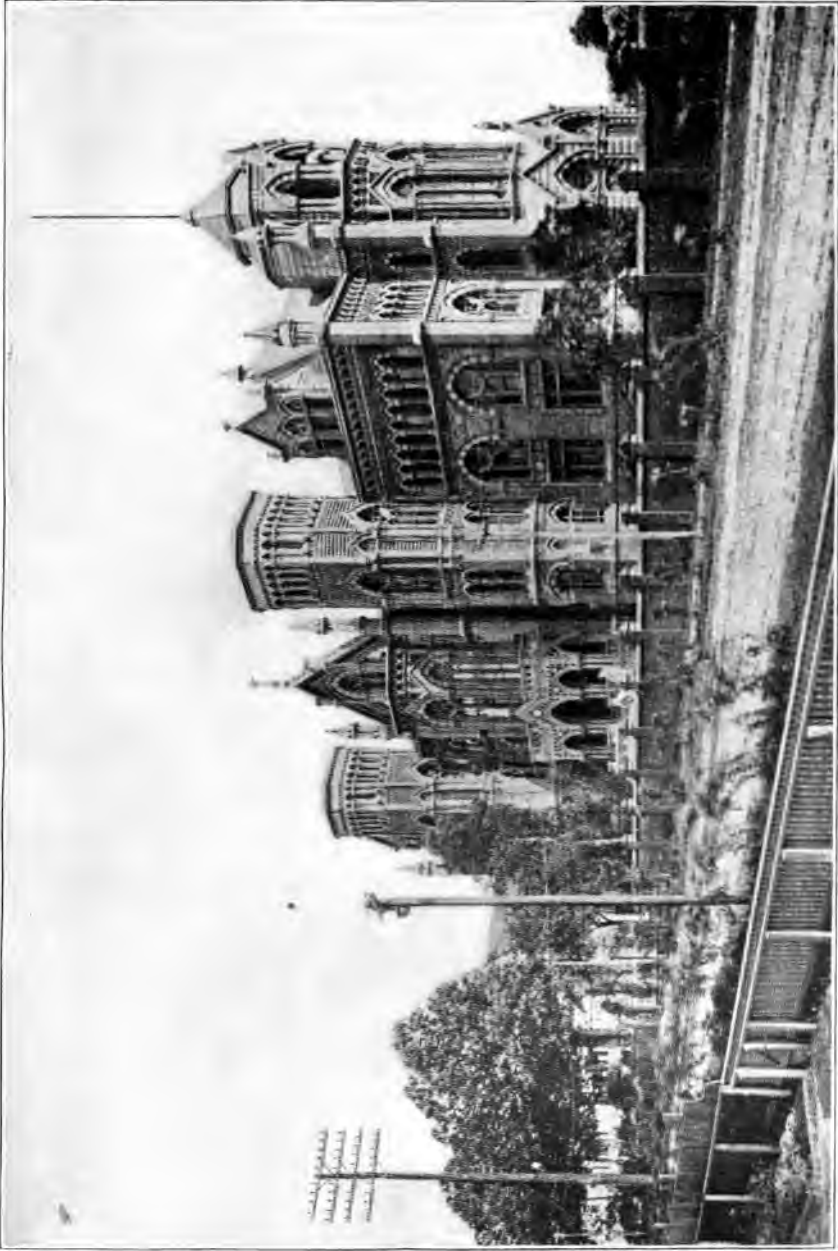
During the first year of Rev. Father Hurth's management the attendance was nearly doubled, and in 1886-87 the building was so crowded in every department that the need of increased space and accommodations was urgently felt. A larger and more commodious college building was deemed a necessity, and in September, 1888, the corner stone of the present splendid main building of the college was laid with impressive ceremonies. Among those in attendance were Governor Ross and family, State Treasurer Francis E. Lubbock, the Hon. John M. Moore, secretary of State, and many other civil functionaries and distinguished visitors. The Hon. John M. Moore delivered the oration of the day. In October, 1889, the building was complete and ready for occupancy, and the dedicatory ceremonies took place on the 10th of October, that year, with addresses by Rev. President Hurth, Ex-Governor Lubbock, and Mr. Clarence H. Miller, of the Austin bar.

The new building is of white limestone, broken ashler, four stories high, with slated roof. The style is modern Gothic. Two wings, at right angles with the center building, and a projecting central tower for the main stairway, give the general outline of the letter E. The central building, 180 feet long by 66 feet wide, with the wings 85 by 50, give a total frontage of 280 feet and a depth of 84 feet, and, as lately completed, cost \$85,000.

Other improvements have been gradually introduced as circumstances permitted. Notwithstanding the financial stringency during the past years, an artesian well has been bored (2,053 feet in depth); a gymnasium hall, 100 by 40 feet, and two stories high, has been erected; complete sets of physical and chemical apparatus have been put in; two reading rooms have been set apart and furnished for the use of the students; the entire main building has been heated by steam, supplied with water from the artesian well, and furnished throughout



URSULINE ACADEMY (SOUTH VIEW), GALVESTON.



URSULINE ACADEMY (NORTH VIEW, AVENUE N), GALVESTON.

with electric lights. An exhibition hall, 100 feet long, 40 feet wide, and 20 feet high, was erected last year, entirely through the generous donations of kind friends, who come in great number to the college entertainments.

The mineral water from the artesian well, which was provided at an expense of \$12,000, has been utilized by the construction of a natatorium 42 by 23 feet, in addition to the bathrooms, which are supplied with hot and cold water. The water of the well is potable, and as analyzed, contains only forty-seven one-hundredths of a grain of insoluble residue to the gallon—an ideally pure water, with therapeutic qualities superior to most of the mineral wells in this country and Europe.

In 1895, the able and highly esteemed president of St. Edwards College, the Rev. P. J. Hurth, during whose management the college had made such rapid progress and witnessed so many improvements—the attendance having gradually increased from 40 to 225 students—was called to another and higher field of labor as Bishop of Dacca, in Eastern Bengal. He was succeeded by the Rev. E. P. Murphy, C. S. C., for one term, followed by the present incumbent, the Rev. P. P. Klein, C. S. C., in September, 1895. During Rev. Father Klein's administration a large and handsome addition has been made to the main building of the college at a cost of \$25,000; an exhibition hall was built; a gymnasium is in course of erection, and minor improvements have been made.

The value of the property of the college, including the grounds and main building, is about \$150,000.

URSULINE ACADEMY, GALVESTON.

This institution, the oldest of its kind in Texas, was founded under the auspices of the Ursuline Convent, of New Orleans, January 19, 1847, at the earnest solicitation of Rt. Rev. J. M. Odin, who was then Bishop of Galveston, and chartered under the title of "Ursuline Academy." It is empowered to confer degrees and grant diplomas, and during the past half a century has sent thousands of young maidens from its portals, and many a bright home throughout the country attests the influence and proficiency of its teachers.

The course of study, commencing in the junior department with a kindergarten, and concluding in the senior with the highest branches of a collegiate course, is systematic and thorough, embracing all that could be desired for the highest culture. The classes are divided into departments, and each department is subdivided into first and second sections. The grading of the several classes receives careful attention, and the pupils are placed and promoted according to progress and ability.

The institution has never received endowments but has occasionally been favored with gifts from friends and relatives of the community. Its only sources of revenue are the board and tuition of the pupils.

The general average of boarding pupils has remained about the same for several years (in consequence, no doubt, of the multiplication of boarding schools in the vicinity) but the attendance at the select day school and kindergarten department is annually augmenting.

During the first quarter century of its existence the convent and academy were efficiently presided over by three saintly women, who have long since gone to their reward, viz, Mother St. Arsene Blin, Mother St. Chantal White, and Mother St. Pierre Harrington. The last-named superioress rendered signal service to the island city during the crucial period of the civil war by converting her academy into a hospital for the sick and wounded soldiers.

During the past twenty-seven years the institution has been most ably directed by three other noble women who are still actively engaged in promoting the grand cause of education—Mother St. Augustin De Lassaulx, Mother St. Agnes McClellan, and Mother Mary Joseph Dallmer. The present estimable superioress is Mother St. Agnes McClellan, who has exercised the duties of superioress or of assistant and treasurer for the past twenty-five years.

URSULINE ACADEMY, SAN ANTONIO.

The Ursuline Academy, founded in 1851, in San Antonio, was the first school opened in that city and the second in the State for the education of young girls, both rich and poor.

Bishop Odín, when making his pastoral visit, saw the want of such an institution and at once applied to the famous old Ursuline Convent, of New Orleans, for sisters. The community graciously acceded to his request and selected for the new establishment Sister St. Marie Trouard, superioress, and Sister St. Antoine Monaghan, assistant; also Sisters Alexis and Isidore, lay sisters. The party, accompanied by Father Chambodut, left New Orleans September 7, 1857, and arrived in Galveston September 10.

They were received with open arms by their sisters of that city, who endeavored by their affectionate attentions to make them forget the poverty of their surroundings, and, notwithstanding the struggling condition of the community, it had the generosity to cede three of its members—Sister St. Mary Winship, Sister St. Angela Noyer, and Sister St. Augustin Melton. After a short stay of twenty-four hours the travelers again set out, accompanied this time by Father Dubuis, the parish priest of Castroville, who had come to Galveston to take the sisters to San Antonio.

The journey by stage was a fatiguing and painful one, indeed; and *those who make it at the present day, with all modern appliances of*



URSULINE ACADEMY, SAN ANTONIO.



travel, can not realize what it was in 1851. The party had not proceeded far when they encountered a fearful storm, which obliged them to leave the stage and take shelter in a poor hut on the roadside. The owner, a good old woman, had the charity to dry their habits and to hang a quilt at the entrance, for there was no door. The storm having abated, they resumed their journey, and the thought of soon arriving at their destination helped them to bear its hardships, which were many and great. At last, after much rough riding, borne with hilarity, they arrived at San Antonio at 10.30 p. m. September 14, and took possession of their house by moonlight. The house had been purchased for them by Bishop Odin. It could not have been poorer nor smaller, and though prepared for privations, those which awaited them surpassed any they could have imagined.

Overcome by fatigue and famished with thirst, they rejoiced that they had arrived at night, thinking they could rest; but all thought of repose vanished at the sight of the chamber which was to serve as a dormitory. It was wanting in everything except spiders and scorpions, and of these there was no scarcity. The former had festooned the walls and ceiling with their webs, while the latter, as if resenting the intrusion, were running about in every direction.

All sorely besetting discomfitures were finally overcome, mainly through the good offices of Father Dubuis, whose purse, time, and energies were most faithfully devoted to the work, and on the 3d of November every room in the convent was crowded with pupils, the Misses Meade, daughters of General Meade, being among the first received, followed by others of prominent American and Mexican parentage. Among the latter were the daughters of Governor Madero, the Misses Carvajal, daughters of General Carvajal, of Revolutionary fame; the Misses Flores, Delavigne, and Garcia. At a later period the daughters of Senator Canales, of Minister Ramos, and of Don Augustin Ballesteros, a wealthy Spaniard, whose eldest daughter is the present Marquesa del Valle de la Colina, and who, from her far-off home in the Spanish capital, still remembers with affection her religious teachers in San Antonio.

During the war the sisters had \$14,000 in Confederate money, which sum comprised all their fortune and was the result of years of economy and sacrifice. All would have been lost but for the kindness of Mr. Madero, late governor of Saltillo; he took the money, disposed of it most advantageously, and supplied the sisters and pupils with commodities from Mexico, and at the close of the war returned the balance in sound money, with an additional \$200 from his own pocket.

As the attendance increased a new building became necessary, and in September, 1866, the corner stone of the present spacious and commodious structure was laid by Bishop Dubuis. In January following he laid the first stone of the new chapel; and finally, through the efforts

of the chaplain, the late Rev. E. M. Buffard, who not only directed the workmen, but assisted them with his own hands, the academy and chapel were finished at a cost of \$50,000. The entire property of the convent may be estimated at a value of about \$200,000.

In 1883 the institution was chartered under the title of "The Ursuline Academy," with power to confer diplomas. The same year, on the occasion of the consecration of Bishop Nevaz, the sisters had the honor of entertaining six bishops and fifty priests—an event unprecedented in the annals of any other convent in Texas. In 1896 the apostolic delegate, Cardinal Satolli, was received by the Ursulines in their hall, which was beautifully draped in the Cardinal's colors, mingled with those of the Pope and the Union.

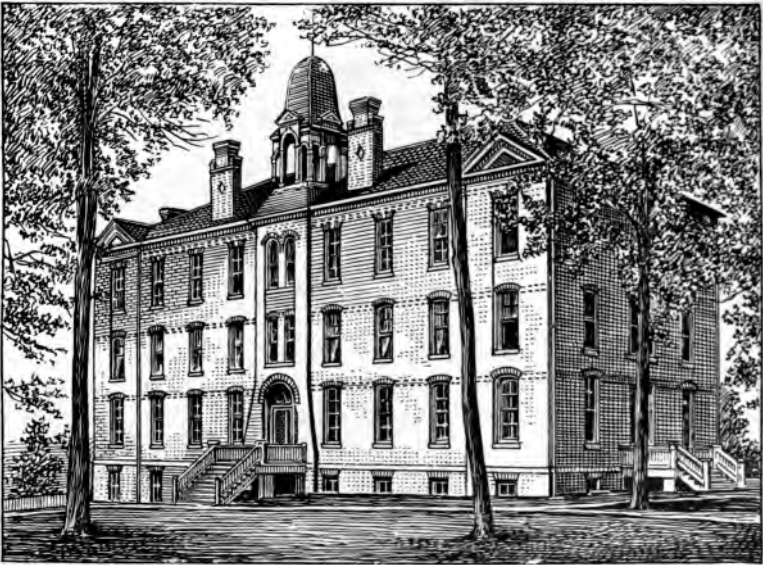
Mother Marie Trouard, the foundress and first superior, died in 1866, after a life adorned with every Christian and religious virtue. She was succeeded in her charge as superior by Mother M. Eulalie, a member of the community of New Orleans, who survived but a few years. The burden of superiority next devolved upon Mother de Chantal White. Before her term had expired she returned to her community in Canada, whence she had come nineteen years before. Mother M. Madeliene de la Garza succeeded her, and has been periodically relieved in office by Mother M. Xavier Melton, Mother M. Isabel Wenzel, and Mother M. Ursula Hudson.

ST. MARY'S ACADEMY, AUSTIN.

This institution was chartered in 1866 and first operated in 1875. The first principal was Sister Mary Mildred, C. S. C., and the incumbent is Sister Mary De Pazzi, C. S. C. The general attendance is about 250 students. Value of grounds and buildings \$100,000, and of apparatus and library \$10,000. The school building is a very large and elegantly furnished structure erected in the center of an entire block of ground and occupying the most commanding site in Austin.

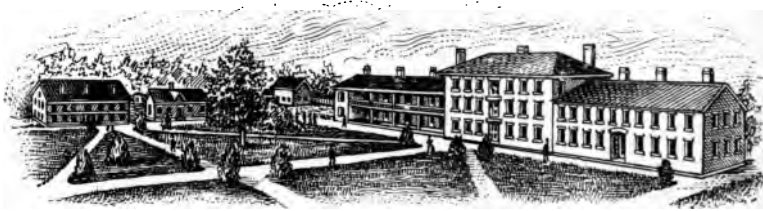
SCHOOLS FOR COLORED STUDENTS.

Texas, like other States, has her public free schools for the education of colored youth, and besides has provided Prairie View Normal, near Hempstead, for the more advanced education and training of colored teachers, but has not yet established the colored university contemplated by the State constitution. In the meanwhile missionary associations of various churches have been actively at work ever since the war not only in aiding the negroes to build churches, but also in providing for them higher institutions of learning, for which the funds have come mainly from Northern sources, as will be seen from the sketches here presented. As a rule, the colored schools are better attended and more flourishing where they have the immediate advantage of a dense local population of colored people, largely as a matter



BISHOP HALL, MARSHALL.

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GUADALUPE COLLEGE, SEGUIN.

of convenience in attending the schools, and because so many colored parents have no means for sending their children from home to be educated.

BISHOP COLLEGE AT MARSHALL.

This school, which is located at Marshall, had its origin in 1881 in the practical benevolence of Nathan Bishop, LL. D., of New York. He had proposed to found a college for the education of the colored people west of the Mississippi River, and offered his gifts to the American Baptist Home Mission Society for that purpose. His death before his plan was executed did not defeat it, for his equally benevolent wife soon presented the society with \$10,000 to found the school. Dr. Bishop's noble spirit was shown by his own words:

I expect to stand side by side with these freedmen in the day of judgment, and I am determined to be prepared for the meeting.

Rev. S. W. Marston, who was then the society's superintendent of education, was charged with the duty of locating the school. The money (\$5,000) to purchase a site for the college and put it in repair was raised among the colored people. Under the first president, Rev. S. W. Culver (1881 to 1891), a substantial three-story brick building was erected, costing \$16,000. It is now called Marston Hall, and accommodates 60 boys. He also built a four-story brick building, Bishop Hall, costing \$20,000, now used as a dormitory, accommodating 80 girls.

During the presidency of Dr. Culver's successor, Rev. N. Wolverton (1891-1898), a four-story brick school building, Morehouse Hall, was erected, containing chapel, library, class rooms, and president's office, at a cost of \$31,000, of which Mrs. Bishop gave \$10,000. It is heated with steam and is a very substantial building. President Wolverton also raised funds for a manual-training department and erected for it a substantial three-story brick shop, 34 by 80 feet, at a cost of \$4,000, and secured for it about \$5,000 worth of machinery and tools, all first class. The campus was enlarged to 22 acres by purchase of adjacent property, for which William A. Cauldwell, of New York, gave \$5,000. This made \$81,000 invested in the college property, besides a laundry building and a boiler house, both of brick, and other small buildings. The property is now worth, all told, \$100,000, and is entirely free from debt.

In the purely educational side of the work, and for which all the rest exists, the institution carries on: (1) A graded-school department, embracing both primary and grammar schools, which constitute a training school for normal work; (2) an academic department which, with a four-years' course, prepares for the college and for the normal and theological departments; (3) a collegiate department; (4) a normal department, and (5) a theological department, the last having a three-

years' course of study. There are 13 members of the faculty, including 10 white teachers from the North. Albert Loughridge, A. M., is president of the college. The enrollment for a number of years has ranged from 200 to about 350 students.

The Home Mission Society appropriates from \$6,000 to \$8,000 annually toward the current expenses of the college.

GUADALUPE COLLEGE AT SEGUIN.

This is emphatically a "negro institution, owned, officered, managed, patronized, and supported by the negroes themselves," as stated in the College Record. The property was bought by the negro Baptists of Texas from the Roman Catholics in 1884 for the sum of \$10,000, and with improvements since made is now valued at \$60,000. The school is organized with 12 professors, or teachers, and has preparatory, scientific, collegiate, normal, theological, and industrial departments. There are 332 pupils in the school, of whom 170 are boarding in the institution.

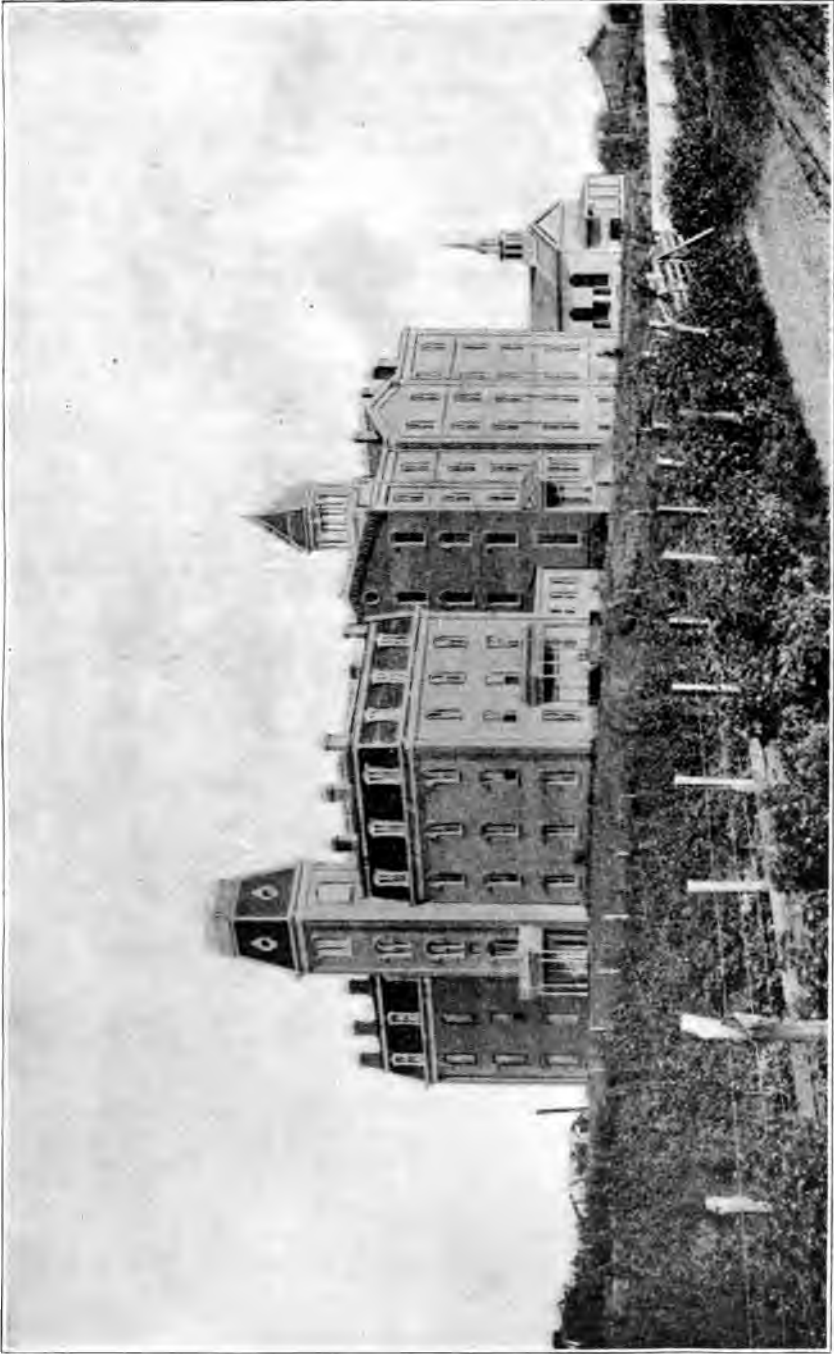
It is a coeducational school, and the industrial department provides separately for the young men and women. The young men are taught carpentry, printing, farming, etc., and some of them make money to pay their way in school in this way. The young women are taught all kinds of domestic work, and one room is set aside and provided with a number of sewing machines where their skillful use is taught. They own a printing press and publish their own periodicals, and numbers of students learn the printer's trade.

The original property consisted of one three-story stone building and two frame structures.

The history of the institution is remarkable. Most of the founders and contributors were formerly slaves. There are 183 female students in the industrial department. The college entered upon the work of higher education in 1886. Rev. J. H. Garnett was the first president. The incumbent, Rev. David Abner, jr., has held the office for seven years. Rev. W. B. Ball, Rev. Hiram Wilson, and Rev. L. Ilsley were among the most prominent founders of the college.

MARY ALLEN SEMINARY.

This school was planned some time in 1885 by the board of missions for freedmen of the Presbyterian Church. The purpose to establish a school somewhere in Texas was largely due to Mrs. Mary E. Allen, wife of the secretary of the board. She had been for some time previously seeking information concerning the condition of the colored women of Texas, and finding that a very large proportion of them were wholly illiterate and suffered all the evils incident to such a condition, she determined to try to do something for their relief and elevation, and at once brought the matter to the attention of the board.



MARY ALLEN SEMINARY, CROCKETT.



The school was located at Crockett, and three teachers were chosen to begin work. These were Rev. John B. Smith, Mrs. A. E. Smith, his wife, and Miss Margaret P. Bolles. They arrived at Crockett January 1, 1886, and in a few days opened school in an old farm dwelling rented for the purpose. In the following April Mrs. Allen died, and in honor of her memory and interest in this special work the school was named Mary Allen Seminary. The first term closed in June of that year with an enrollment of 46 students. As the school was designed to be for the women of Texas and neighboring regions, adequate provision had to be made for the work by the erection of a suitable building for caring for all who should attend. In that year brick were made and the walls of the first three stories of the main building were put up, and the building, 107 feet long and four stories high, was completed in time for the opening of school in November, 1887. The enrollment in 1886-87 was 88. In 1887-88, the first year in the new building, the enrollment was 152, and the year following 167. The ground upon which the seminary is built consists of 10 acres, donated by the citizens of Crockett. A year or two later Mr. James Synder, of Illinois, gave the seminary 260 acres adjoining the ground upon which the seminary is built. In 1889 a large donation of money was made by Hon. James McMillan, of Michigan, by means of which McMillan Hall was erected. This is a brick building, 90 by 45 feet, four stories high, with basement for dining hall, kitchen, pantry, etc. This greatly increased the capacity of the seminary, and in 1890-91 the enrollment was 266. This number, however, was found to be too great for the room at command and interfered with the best work for the students, and so large a number has never been accepted since. Rev. John B. Smith, A. M., D. D., has continued president from the opening of the college.

In addition to the brick buildings above mentioned, there are frame buildings for three large recitation rooms and a sewing room, a large laundry and bath building, and other necessary buildings. The grounds and buildings are valued at \$45,000.

The money for the erection and equipment of this school was donated principally in small sums, the gifts resulting from the self-denial of those interested in the work of the church for the freedmen.

TILLOTSON COLLEGE, AUSTIN.

Tillotson Collegiate and Normal Institute was founded by the American Missionary Association. It was opened on the 17th of January, 1881, the association having partially sustained for some years in Austin a school taught by Mrs. Garland. The association is much indebted to the liberality of the late Rev. George J. Tillotson, of Wethersfield, Conn., for whom it is named, for the money to purchase the lot, and for his industry in collecting a part of the funds for the

erection of Allen Hall. This is the five-story brick building near the south end of the lot in which the school began, and which furnished dormitories, schoolrooms, sitting rooms, parlors, dining hall, and kitchen for teachers and students of both sexes till 1894, when the new and convenient Girls' Hall, near the north end of the lot, was opened for the use of the girls, and contains a beautiful and comfortable dining hall, kitchen, etc.

The lot or campus contains 20 acres, and is an ideal situation for a school. Its cost was about \$5,000. One-fourth of this amount seems to have been donated by James H. Raymond, of Austin, from whom the land was purchased.

Allen Hall was named for Mr. Woodbridge Allen, who contributed largely to the fund for its erection. About \$10,000 was contributed for furnishing and equipping the school by various donors in many parts of the North. In the list of donors named are some familiar in business and educational circles, as Henry P. Haven, New London, Conn.; A. S. Barnes, the publisher, of New York; Mrs. Henry A. Perkins, of Hartford, Conn.; Charles Benedict, esq., Waterbury, Conn.; A. L. Williston, esq., and Mrs. E. G. Williston, Easthampton, Mass., the seat of Williston Seminary; Elihu Burritt, "the learned blacksmith," New Britain, Conn., and the poet John G. Whittier.

Donations from the Slater fund toward the expenses of the manual-training department have been received from time to time, but not regularly; also from the Daniel Hand fund, administered by the American Missionary Association, regular grants in aid of needy students are made yearly.

The expenses of the school are met largely by annual grants from the American Missionary Association. This is under the control of the Congregational churches of the United States.

Nominal tuition fees are charged, and boarding students are expected to meet the cost of board in money, or in money and labor, the proportion depending upon the circumstances of individuals. The first session, January 17 to June, 1881, there were no tuition charges. From that time to 1887 the charges were, in the grammar department, \$2 per month; in the normal, \$2.50; and for board and tuition, \$12 per month.

In 1887 the tuition for grammar grade was changed to \$1 per month. In 1892 the tuition became uniform for all, \$1 per month. The charge for board and tuition has never been changed. All salaries of teachers are paid by the association. The manual training department has been made a prominent feature of the school.

The value of the property belonging to the school may be put at \$40,000. The attendance of students has ranged from some 200 to about 250 annually.

The names of the principals of the school in the order of their service are: Rev. W. E. Brooks, A. M., from 1881-1885; Rev. John Ker-



TILLOTSON COLLEGE. AUSTIN.

shaw, 1885-86; Rev. Henry L. Hubbell, D. D., 1886-1889; Rev. Wm. M. Brown, 1889-1894; Rev. W. S. Goss, A. B., 1894-1896, and Rev. Marshall R. Gaines, A. M., incumbent of the office, who was chosen principal in 1896.

A new charter has been recently granted changing the name of the school to "Tillotson College."

WILEY UNIVERSITY.

This institution was founded by the Freedmen's Aid Society of the Methodist Episcopal Church in 1873 and for ten or twelve years was the only negro school of any importance in Texas. It was named in honor of Bishop Isaac W. Wiley, and is the outgrowth of patient self-sacrificing labor on the part of ministers and missionaries of the church. Closely allied with its early growth and development were Revs. C. F. Moore, W. L. Malloy, W. H. Davis (the first president of the school), Prof. Breece Jackson, Miss Perkins, Hon. Edmund Brown, N. D. Clifford (third president), Rev. Walter Ripetoe, Mr. C. C. Pemberton, and many others. During the past twenty-five years over 2,000 students have been enrolled in the university. The names of the presidents in the order of their service are: Rev. W. H. Davis, Rev. N. D. Clifford, Rev. George Whittaker, Rev. P. A. Cool, Rev. J. B. Scott, and Rev. M. W. Dogan. The school property, consisting of 60 acres and 11 buildings, is valued at \$40,000. The school, it is stated, is for the "education of young people of all races and sexes." The enrollment the past session reached 402, the highest number in the history of the university. The institution is located at Marshall, in one of the densest negro-populated sections of the State.

SAM HUSTON COLLEGE, AUSTIN.

The founding of this institution was in contemplation as far back as 1878 by Mr. Samuel Huston, of Ohio, after whom the college is named, as one of its most active promoters. The foundations, which were built many years ago, long remained untouched for want of additional means, and it was not till last year, 1898, that the present corner stone was laid, on account of the first one having been stolen for the sake of some valuables which were deposited in it. The new services were conducted under the auspices of a delegation from the Freedmen's Aid and Southern Education Society of the Methodist Episcopal Church, which has contributed \$25,000 to complete the college building. It is to be borne in mind that it is the Sam Huston, not "Sam Houston" College, as one of the speakers at the late ceremonies made the mistake of calling it, supposing it was named in honor of Gen. Sam Houston, of Texas. The building as now being erected will be quite a large and handsome stone edifice.

PAUL QUINN COLLEGE, WACO.

This college was founded under the direction of the African Methodist Episcopal Church, and chartered in 1881. It has an attendance of from 150 to 200 students. H. T. Kealing was the first and is still the president of the college. Value of property, \$60,000.

OTHER NEGRO SCHOOLS.

There are some other colored schools of which the writer failed to get notice—among them, Hearne Academy, at Hearne.

Chapter V.

THE UNIVERSITY OF TEXAS.

ORIGIN AND HISTORY.

The University of Texas is a coeducational institution, with its recognized domicile at Austin, the capital of the State. The department of medicine, otherwise known as the medical college, is at Galveston; and a specially constituted branch of the university, the Agricultural and Mechanical College, is at Bryan. The buildings of the parent establishment, known as the main university, are erected on an eminence of 40 acres of ground gradually rising to about the same elevation as the statehouse, which stands in near view to the south. The site, which is particularly imposing toward the city, is about 700 feet above sea level and was designated under an act of the Third Congress of the Republic of Texas in 1839, "providing for the election of five commissioners to select a site for the location of the seat of government, to be named the city of Austin, and for an agent to have said site purchased or condemned for the use of the State, and to have it laid off into lots and sold; and further, before the sale to set apart a sufficient number of the most eligible for a capitol, arsenal, magazine, university, academy, church, common schools, hospital, penitentiary, and all other necessary public buildings and purposes." The part eventually set aside for the university is said to have been indicated by General Lamar, who was president of the Texas Republic, and had personally assisted in selecting the capitol grounds. It was at the time covered with groves of magnificent live oaks, and remained unoccupied for some forty years, during which period it was known as "College Hill." It was eventually despoiled of most of its grand forest growth by an army engineer, who had several hundred of the trees cut away as obstructions to his plans for defending the city.

ELEMENTARY AND HIGHER EDUCATION.

As early as 1836 it was provided in the constitution of the Republic of Texas that "It shall be the duty of Congress, as soon as circumstances will permit, to provide by law a general system of public education;"

and in 1839 President Lamar urged Congress to provide by appropriation from the immense public domain of the Republic for both elementary and higher education. In ready response to his suggestion an agrarian endowment was granted which, with additional grants by the State, led to the more general provision which followed for both primary and university education in Texas. As to the university, notwithstanding the early measures contemplated for locating it, Austin was not confirmed as its established site till 1881, when, on account of some question arising as to whether or not the university could be properly located at that place by virtue of a simple enactment reserving grounds there for such location, the seventeenth legislature solved the question by submitting it to a vote of the people. The vote resulted in favor of locating the main establishment at Austin and the medical branch at Galveston; and what had been so long known as College Hill was naturally accepted as the site for the buildings of the parent institution. Austin was also chosen by popular vote for location of the branch (not yet organized) for the education of colored youth, and the Agricultural and Mechanical College at Bryan, already in operation under the act of Congress of 1862 for establishing agricultural colleges by Federal land grants, was made a branch of the university by the constitution of 1876, the State having accepted the Federal grant in 1871, besides making liberal provision of its own for the college.

ENDOWMENT BY THE REPUBLIC.

Acting upon President Lamar's suggestion, the committee on education of the Congress of the Texas Republic recommended the adoption of a bill entitled "An act to appropriate certain lands for the purpose of establishing a grand system of education," and proposing a grant of three leagues (13,284 acres) of the public domain to each county for establishing a primary school or academy in the county, and authorizing the president of the Republic to have surveyed from any of its vacant domain 20 leagues of land, which was to be set apart and appropriated for the establishment and endowment of two colleges or universities, one in the eastern and the other in the western part of the State. The act passed with 50 leagues (221,400 acres) substituted for 20 leagues, and was approved January 26, 1839.

The first recorded suggestion of a State university was "An act to establish the University of Texas," which on April 13, 1838, was referred to a special committee of the Texas Congress, but was not reported back for further action. It was following this that President Lamar in 1839 suggested to the Texas Congress that liberal landed provision be made for the promotion of public education while the general domain was ample for the purpose; which suggestion doubtless led to the adoption of that method, and indirectly to the *large* land grants which were eventually made for the support of the

free schools and establishment of the university. In his message making the suggestion President Lamar argued:

A liberal endowment, which will be adequate to the general diffusion of a good rudimental education in every district of the Republic and to the establishment of a university for instruction in the highest branches of science, can now be effected without the expenditure of a dollar.

ACTION BY THE STATE.

Following the action of the Republic, it was not till 1858 that the first really definite step was taken by the State itself for the establishment of the university; and it was not till then, when a bill for its establishment was introduced by State Senator Lewis T. Wigfall and advocated by him in an able report, that the idea of two universities was abandoned and one instead was provided for, with an endowment which promised to be most munificent, including as it did several million acres of land, but which, as the facts will appear, was diminished by the constitution of 1876. Senator Wigfall deprecated the rivalry which he argued would exist on account of sectional differences and interest in two institutions. He said:

Establish two universities and you will already have formed two States. Those who had been educated out of a common fund would meet in our legislative halls like strangers, they will act like strangers, they will feel like strangers. A division of the State has ceased to be thought of except by those who love place and power more than country—those for whom there are not offices enough. If Texas is to remain in the Union, as must be the wish of every patriot, her power and influence will be diminished by division. Texas came into the Union as an empire. Let her remain in it as an empire, or go out of it as an empire.

EXTENSIVE LAND GRANT.

The full text of the act known as the university act of 1858, by which several million acres of the public domain were provided for the endowment of the University of Texas, is as follows:

AN ACT to establish the University of Texas.

Whereas from the earliest times it has been the cherished design of the people of the Republic and of the State of Texas that there shall be established within her limits an institution of learning for the instruction of the youths in the land in the highest branches of learning and in the liberal arts and sciences, and to be so endowed, supported, and maintained as to place within the reach of our people, whether rich or poor, the opportunity of conferring upon the sons of the State a thorough education, and as a means whereby the attachment of the young men of the State to the interest, the institution, the rights of the State, and the liberties of the people might be encouraged and increased, and to this end hitherto liberal appropriations of the public domain have been made; and

Whereas the increasing population and wealth of the State and the tendency of events indicate the fitness of now putting that cherished design into effect: Therefore,

SECTION 1. *Be it enacted by the legislature of the State of Texas, That there is hereby established within the State an institution of learning to be styled "The University of Texas," to be located at such place and in such manner as may be determined by law.*

SEC. 2. The sum of one hundred thousand dollars of the United States bonds in the treasury, not otherwise appropriated, is hereby set apart and appropriated to the establishment and maintenance of the same. The fifty leagues of land, which by act of January twenty-sixth, eighteen hundred and thirty-nine, entitled "An act appropriating certain lands for the establishment of a general system of education," were set apart and appropriated for the establishment and endowment of two colleges or universities, are hereby set apart and appropriated to the establishment and maintenance of the University of Texas. There is hereby set apart and appropriated to the same purpose one section of land out of every ten sections which have heretofore been or may hereafter be surveyed and reserved for the use of the State, under the provisions of the act of January thirtieth, eighteen hundred and fifty-four, entitled "An act to encourage the construction of railroads in Texas by donations of land, and under the provisions of any general or special law heretofore passed, granting lands to railroad companies, and under the provisions of the act of February eleventh, eighteen hundred and fifty-four, granting lands to the Galveston and Brazos Navigation Company. The governor of the State shall select the sections hereby appropriated, so that no sections shall adjoin out of the lands now surveyed, as soon as practicable, and out of the lands hereafter to be surveyed, as soon thereafter as practicable, and shall cause a record to be made in the land office of the State of the sections so selected; and thereupon it shall be the duty of the commissioner of the general land office to designate upon his maps the sections so selected as university lands. The sale of these sections shall hereafter be regulated by a special law.

SEC. 3. The control, management, and supervision of the university and the care and preservation of its property, subject always to the legislature, is committed to a board of ten persons to be styled "The administrators of the University of Texas," which shall be composed of the governor of the State of Texas, the chief justice of the supreme court of Texas, and eight others, who shall be appointed by the governor, by and with the consent of the senate, to hold office for four years, and until their successors are qualified. The administrators shall receive no compensation for their services.

SEC. 4. The following branches of learning shall be taught at the university, viz: Ancient and modern languages; the different branches of mathematics, pure and physical; natural philosophy, chemistry; mineralogy, including geology; the principles of agriculture, botany, anatomy, surgery and medicine, zoology, history, ethics, rhetoric and belles-lettres, civil government, political economy, the law of nature, of nations, and municipal law.

SEC. 5. The religious tenet of any person shall not be made a condition to any privilege or office in the university, nor shall any course of religious instruction be taught or allowed of a sectarian character or tendency.

SEC. 6. The administrators shall have the power to appoint the president, faculty, instructors, and officers of the university, and prescribe the course of instruction and discipline to be observed in the university. They shall fix the salaries of the president, faculty, instructors, and officers of the university. Five of the administrators, with the governor or the chief justice, lawfully convened, shall be a quorum for the transaction of business. They shall meet at least once every year for the transaction of business and shall keep a record of their proceedings. They shall have a secretary, to be elected by them. They shall have power to make all regulations which to them shall seem expedient for carrying into effect the design contemplated by the establishment of this university, not inconsistent with the laws of the State.

SEC. 7. The administrators shall have the right of conferring on any person whom they may think worthy thereof all literary honors and degrees known and usually granted by any university or college in the United States or elsewhere.

SEC. 8. The administrators shall report to the legislature at each session the situation of the affairs of the university.

SEC. 9. Instruction at the university shall be free, and the administrators shall prescribe what degree of proficiencies shall entitle students to admission.

SEC. 10. A committee to be appointed by the legislature at each session shall attend the annual examinations of the students of the university and report to the legislature thereon.

SEC. 11. The reasonable expenses incurred by the administrators and visiting committee in the discharge of their duties shall be paid out of the funds of the university.

SEC. 12. The treasurer of the State shall be treasurer of the university funds.

SEC. 13. So soon as the location of the university is determined upon it shall be the duty of the administrators to proceed to the construction of the necessary buildings, and for that purpose they shall procure the services of a competent architect, who shall superintend the work. Such plan and design for the buildings shall be adopted as shall be consistent with the addition of wings or other structures hereafter without marring the architectural beauty and fitness of the whole. There shall be constructed suitable buildings for the accommodation of the professors and their families. The contracts for the buildings shall require the performance of the work under ample security for its fitness and faithfulness.

SEC. 14. The expenditures of the university for the construction of buildings, or otherwise, shall be made under the order of the administrators; and when money is required for the payment of the same it shall be drawn upon the warrant of the governor, countersigned by the secretary upon the treasurer, who shall pay the same out of the university funds. And this act shall take effect and be in force from and after its passage.

Approved, February 11, 1858.

In his report in 1868 to Governor Pease, State Superintendent of Instruction Wheelock, alluding to the liberal grants to the university under the act of 1858, says:

The grant was ample. The lands which were sold on twenty years' time were choice, and large amounts were readily realized at an average price, \$3.34 per acre. Of this fund \$379,168 was destroyed during the civil war by the State authorities; and it is understood that considerable sums, the proceeds of the land sales, were paid in Confederate money. The amount of university fund now in the treasury is \$134,472 in State paper. No practical steps have yet been taken toward the location and establishment of this institution. But when once our State is dotted with common schools in full operation for the education of the children of the people, these will naturally require to be supplemented by high graded and normal schools, adapted to pupils of a larger growth, and these again crowned by a university. A State university is indeed a logical necessity and outgrowth of the free-school system, the head of the grand line of forces by which we would draw the whole people up to light and knowledge.

THE FREE SCHOOLS AND THE UNIVERSITY.

The history of the university up to the passage of the act of 1858 leads to consideration of rather remarkable conditions affecting the relations of the free schools to the university. As usual in any new State, the people were wedded to the free schools, which for that reason became favorites of the politicians, aspiring to represent them in the legislature. In the estimation of not a few of the lawmakers who earnestly proposed such action the entire public domain should be set aside for the public schools, leaving all other institutions to such pro-

vision as the legislature may see proper to make for them from the general revenue. The asylums and the university, they said, have their endowments—as though the schools themselves were not already munificently endowed and all State institutions were not equally entitled to further favors from the State. As evidence of the strange prejudices which existed, issues were readily raised or invented against the university to prevent its getting appropriations and to divert grants to the school fund. Among other things it was contended that its establishment was not necessary under the existing conditions, and that prior grants to the railroads for the development of the country must first be satisfied out of the public domain. In the convention of 1875, which converted several million acres from the university, substituting for it but 1,000,000 acres of far less valuable lands, the university was derided as a “rich man’s school of no special service to the poor children of Texas.” As General Darnell, a prominent member of the convention and speaker of the house in the legislature of 1861, expressed himself to Land Commissioner Walsh, “a million acres was enough for any such kid-glove institution.” And thus it was that higher education was not only depreciated, but common-school education, as the more popular interest, was held to be the main and almost exclusive one for which the State was bound to provide—as if, as suggested in an address by Edward Everett, it could be expedient and beneficial to make public provision for teaching the elements of learning and not expedient nor beneficial to make similar provision to aid the learner’s progress toward the mastery of the most difficult branches of science and the choicest refinements of literature.

OPPOSITION TO THE UNIVERSITY.

It was remarkable, too, that the university should have encountered opposition from such statesmen as General Houston, when president of the Republic of Texas in 1839, and Judge Ireland, when governor of the State in 1883; though their opposition seems to have been not so much on account of objection to the university itself, or even higher education per se, as because the State was not in their opinion in proper condition to establish such institutions, and because in the meantime the free schools sufficed for such instruction as the State could afford or be expected to furnish. Such objections unfortunately remained too long popular and effective, especially with the farmers, the prevailing element in legislation, whose partiality besides for the Agricultural and Mechanical College as the “farmers’ school,” fully enough meeting the views of the great majority of them as to the necessities of higher education for their children, naturally served to keep up indifference to an early organization of the university. Thus it was that there were at first comparatively few political leaders *who dared, if they cared, to combat popular objections to university*

education and boldly advocate it either on the hustings or in the halls of legislation. Naturally enough, however, when the establishment of the university became a fixed fact, and its organization was demanded in response to growing public sentiment and the necessity of counter-acting the efflux of Texas students, and of Texas money with them, to Northern institutions, many other prominent gentlemen joined in the procession of active workers to get it into operation as soon as practicable.

Prior to the convention of 1875, in the sixth legislature (in 1855), while there was a large balance of United States 5 per cent bonds in the State treasury, derived from the Santa Fe purchase by the Federal Government, Mr. Maverick, speaking in the State senate on the question of establishing one or two universities, contended that the people did not want any university, and that if one was started it would surely set itself up as a secret malignant enemy of the people and would probably have to be "abated as a nuisance." Mr. Bryan alluded to the economics of the measure—to avoid educating our children abroad, each carrying away several hundred dollars every year to be distributed among those who were not friendly to us, besides having instilled into their minds prejudices antagonistic to Southern sentiment. Mr. Armstrong argued that such institutions were generally hotbeds of vice and immorality, and calculated to excite class distinctions and harsh political differences.

Apart from such sentiment, however, both the single-university and alternative propositions were further discussed in quite a different spirit. Mr. Lott wanted two universities. Mr. Grimes proposed to make the appropriation \$500,000, and Mr. Millican to grant \$1,000,000. Mr. Russell distrusted the propriety of the movement at that time, when there were no facilities of transportation, and contended that we should first establish some system of internal improvements; but, he added, if the work must be commenced, as we have ample means (alluding to the Santa Fe funds), he favored two universities. Mr. Flanagan argued that the State's vast territory justified two universities, such as the honor of this great State demanded, and that they would excite each other to rivalry and development.

Mr. Guinn indorsed the dual plan, and Mr. Scott, while agreeing with Mr. Maverick that there was no necessity for such institutions, if an appropriation must be made said he would favor two universities. He offered as a substitute, however, a bill to appropriate \$1,000,000 of the 5 per cent United States bonds as an additional fund for the common schools. Mr. Palmer opposed frittering away the means proposed to be used by starting two universities, neither of which could be such an institution as was contemplated. Mr. Bryan, seeing that the prevalent idea in the legislature favored two universities rather than one, or else to test the matter, finally offered a substitute to estab-

lish two of them, one in the eastern and the other in the western part of the State. The senate refused to table the substitute, but the whole matter was referred to the committee on education, and went over to the next session of the legislature.

In order to show more fully the parturient efforts to establish the university, the action of the seventh legislature, which finally passed the university act of 1858, is substantially given as reported at the time in the Austin Gazette.

Mr. Kittrell, chairman of the house committee on education, to whom was referred a resolution instructing the committee to inquire into the expediency of establishing one or more State universities, reported recommending "the establishment of a State university as soon as practicable." He spoke at length in favor of the report, and stated that he had just learned that the senate committee had decided to recommend a liberal appropriation in land and money for this object, and that there was still in the State treasury \$500,000 unexpended balance of the United States bonds not needed for any other purpose.

Mr. Jennings favored the report, and took occasion to argue that the medical department should be located at Galveston or Houston, and that the literary department should not be at Austin.

I have three sons [he said], and I say it in the presence of God and my country, that I would let them be uneducated stock raisers or muleteers, before, in the effort to become well educated, they should learn the accomplishments of Congress avenue.

He wanted the literary department fixed on some "virgin league of land."

Mr. Chilton preferred two universities, but would go with the majority, if they voted that proposition down, and would vote for a single university and advocate its location at Austin. Mr. Murrah (subsequently Governor Murrah) wanted a single university, provided it should be favorably located in the eastern portion of the State, where the country was more healthful than in the prairie portions. Mr. Everett said:

It seems there are gentlemen here who are disposed to go beyond the example of every other State in the Union, and force upon the people of the State of Texas the establishment of two universities. We are able to build but one. Let us have that and its great benefits.

Mr. Norton protested against taking the land and money of the people, \$400,000 and 442,800 acres of land, as proposed, to establish one mammoth university for the benefit of a privileged class, that the children of the rich might be educated and those of the poor neglected. He would favor appropriating the entire fund contemplated for the university to the common schools of the State. Messrs. Aycock and Buckley spoke in favor of a single university.

Mr. Locke, speaker of the house, did not believe the people were

ready for a university, and opposed its establishment. Mr. Price and others favored having but one, and deprecated the proposition of two universities as rival institutions that would foster sectional feeling and discord among the people. Mr. Brown favored the proposition for but one university, but not so large an appropriation for it as was proposed. Mr. Dennis advocated the establishment of but one university, arguing:

With a population of over 600,000 people, and \$700,000 in the treasury, and a revenue of \$255,000, and the State free from debt, we may safely appropriate from \$200,000 to \$400,000 for the purpose of erecting the necessary buildings that will stand as just monuments of State pride and be of incalculable benefit to thousands.

Mr. Whaley argued that the institution was "antidemocratic"—not for the greatest good to the greatest number; that it would be "a magnificent failure," an "intolerable burden upon the people," and that its establishment would be legislating for a special class, and that class the favorites of fortune, who were the only ones that could and would take advantage of such an institution, and who were able to take care of themselves. Mr. Ward, for political reasons, in case there should ever be a division of the State, advocated two universities. He argued:

Would it be right, then, that one section alone should possess the mammoth enterprise, reared up and maintained by the common blood and treasury of the whole people?

Mr. Burnet said he would vote against the bill, as we were acting too hastily.

The question should be thoroughly canvassed before the people, and their voices should be heard, as they are the ones to furnish the money to build this university.

He wanted the common-school system placed upon a firm basis before "vesting the people's money and domain in any enterprise of doubtful expediency." Mr. Hicks discussed the sectional question as likely to be affected by having two universities.

February 8, 1858, the bill relating to a State university came up in the house, the pending question being its final passage; and the ayes and noes being demanded, several members asked to be excused from voting. The house refusing to excuse them, some of them declined to vote. A discussion ensued as to points of order and modes of enforcing the rules, in which Mr. Speaker Locke, Messrs. Bee, Kittrell, Walling, Reeves, Evans, Lee, Latham, and others participated. The clerk finally proceeding with the roll, Mr. Poag, when his name was called, after giving his views in regard to the previous action of the house on the subject and the present position of the question, concluded as follows:

Now there is in our constitution a regulation which declares that when any proposition has been once distinctively put to a legislature and rejected, that legislature is forbidden to act upon that particular proposition again. And it makes no differ-

ence to me how it may be changed, if it embraces the substance of the proposition which has been rejected, I feel it to be my bounden duty to obey this provision of the constitution. I have no conscientious scruples to prevent me from voting on this question. I feel as much bound to vote against the passage of a law which I regard as unconstitutional in consequence of previous action of the legislature as I would feel myself bound to vote for a law which I regard as constitutional and for the benefit of my constituents and the State at large. For these reasons I vote against the whole matter.

Mr. RAINEY. On account of the constitutional objections urged by the gentleman from Panola, Mr. Poag, because a resolution upon the same subject and embracing the same substance has been rejected heretofore by this body, and the constitution prohibiting the passage of a law, bill, or resolution that has been rejected by either branch of the legislature, I do not believe we now have a right to act upon it; and because, although I have been very anxious to vote for a bill of this character in some shape, the bill now before the house does not meet my approbation. Without any further excuse or attempt at palliation or mitigation, or anything else, I vote no.

Mr. REEVES. I ask to be excused from voting, not upon the grounds which have been stated by any other gentleman, but under the rule which says that no member shall vote upon any question in the event of which he is immediately or particularly interested. I feel that I am particularly interested in this matter, and I wish to be excused under the rule.

The house refusing to excuse him, he proceeded:

I always submit cheerfully to whatever the house says. But I do say that I believe this body has once acted upon the same question, and that if we were to pass the bill now, under the constitution it could not become a law. I therefore vote no.

Mr. Waterhouse said he believed this bill would have been as unconstitutional, if presented for the first time, as it is under the present circumstances. He would therefore vote no.

After the roll had been called through, Mr. Speaker Locke said:

The chair is informed that we lack one of a quorum. I do hope that gentlemen will not assume the responsibility of defeating this measure by refusing to vote. It is a fearful responsibility to take.

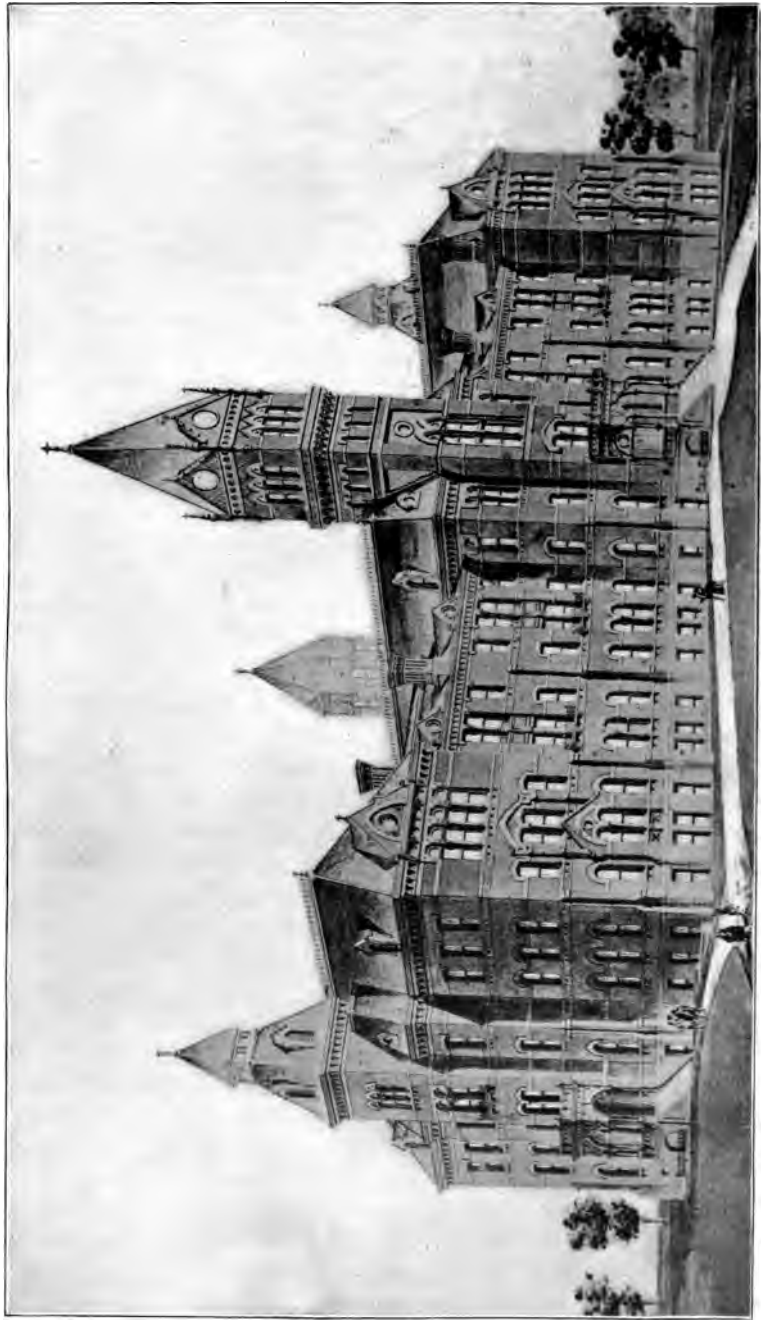
Mr. LATHAM. I call for the announcement of those who refused to vote.

Mr. CHILTON. I am about to do a thing which I am not satisfied that I am right in doing. But I believe we were sent here to live for each other; and my friends are directly interested in the passage of the bill at this time. I have fought as long as I could in accordance with my convictions of duty. But as it is evident there is a large and respectable majority of this house in favor of this legislation, and by recording my vote in the negative I put myself right upon the record, I will do so. I vote no.

Finally the bill, which at one time seemed about to be entombed in constitutional objections and legislative technicalities, passed by a clever majority of 48 yeas to 13 nays.

Mr. Chilton at once introduced a bill entitled "An act setting apart 50 leagues of land for the establishment of a literary college in eastern Texas." The bill was read, but the house refused to suspend the rules or its consideration.

The proceedings, so fully cited, are interesting to show the sentiments in the minds of the representatives of the people at that period *in the history of Texas*.



UNIVERSITY OF TEXAS, MAIN BUILDING, AUSTIN.

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QUESTION OF "TWO UNIVERSITIES."

In the eleventh legislature, in 1866, efforts were made to establish two universities by an act amendatory of the university act of 1858, and by the adoption of a joint resolution as follows:

Whereas by a recent act of the eleventh legislature, twenty-five leagues of land were reserved for the establishment and endowment of another university, contradistinguished from the "University of the State of Texas;" and

Whereas the increasing population of the State, its vast extent, and the absence of the necessary facilities of travel render it important that the university be located: Therefore, be it

Resolved, That A. M. Perkins, of Jasper County; J. H. Starr, of Nacogdoches County; James Graham, of Lamar County; Mont Hall, of Harrison County; I. L. Camp, of Upshur County; D. W. Jones, of Titus County; W. B. Dashiell, of Kaufman County; W. K. Marshall, of Rusk County; J. K. Bumpass, of Collin County; Dr. Cooper, of Panola County; William Moore, of Bowie County; M. H. Bonner, of Cherokee County; J. M. Perry, of Anderson County, and J. C. Hardin, of Smith County, be and the same are hereby created a board of administrators of said university, to hold office four years, and soon as practicable select a suitable location for the university in a different section of the State from that of the "University of Texas," to be known as the "East Texas University." The sum of two thousand five hundred dollars is appropriated for the board's expenses to make the location.

Approved, November 13, 1866.

No further action was taken in the line of this resolution, which was in accordance with the recent action of the same legislature in amending the act of 1858 by dividing the university appropriation of 50 leagues of land, originally intended by the Republic of Texas for the "establishment of two colleges or universities," and reserving half of the land, as the proposition was expressed, "for the benefit of a similar university which at some future time may be necessary to be established in a different part of the State." The immense area of Texas and inadequate transportation facilities were arguments generally presented in favor of providing for two universities. Such proposition, however, was defeated by future legislation and the final university act of 1881.

THE UNIVERSITY IN EMBRYO.

Although the constitution of 1845 required the legislature to make suitable provision for the maintenance and support of public free schools, and the same provision was retained in the constitutions of 1861, 1866, and 1876, the university, for which the Congress of the Texas Republic had so early provided in 1839, was not mentioned in the first State constitution of 1845. This was perhaps on account of the university being then merely in embryo and its establishment not pressing upon the public mind, or possibly—and if so, properly enough—because it was considered, part and parcel, as a great free tuition school of the State's general free school system, not requiring special designation as such to bring it within the scope and benefits of the

general provisions for free school instruction. As evidence that it was regarded in this light, it is declared in the preamble to the act of February 11, 1858, establishing the university, that—

from the earliest times it had been the cherished design of the people of the Republic and of the State of Texas that there shall be established in her limits an institution of learning for the instruction of the youths of the land in the higher branches of learning, and in the liberal arts and sciences, and to be so endowed, supported, and maintained as to place within the reach of our people, whether rich or poor, the opportunity of conferring upon the sons of the State a thorough education.

Thus it is made the duty of the university as a factor in the State's own provision for free education to complete the work begun in the public schools, so as to afford the advantages of higher education to the poor as well as the rich. As further evidence that the university was to be so regarded, the law requires the university regents to submit their reports to the State board of education, which is the general directing body of the State's entire system of free public instruction. (Sec. 21, university act of 1881.)

STATUS AS A PUBLIC SCHOOL.

Much of the general history of the university has naturally been presented in the previous chapter in considering its origin and inseparable connection with what are usually known as the "free public schools," and more particularly in relation to its outreach in common with them as a State institution, or great public high school. It is the grand educational ensign and beacon light of the brightest enlightenment to the whole people. Though not so diffuse in its operations as the free schools, it concentrates the best methods of instruction, provides for finer equipments than ordinary educational institutions can afford, and radiates from the highest educational plane a strong conservative influence in every department of the public school system. Without it, indeed, the general structure would be as incomplete as a torso, for no system of public instruction is perfect that is not symmetrically rounded from the broad base of the common schools to the apex of university finish; and no matter what private enterprise and denominational institutions may offer in the line of advanced learning, it is the duty of the State to afford the best university facilities it can in competition with those of other States. As one sun diffuses more light than a thousand stars, so one grand university can diffuse more knowledge than a thousand schools of inferior grade; and as the planets revolve around the sun and borrow their light and luster from that luminary, so the schools should derive tone and culture from the university. "So," added Gen. D. H. Hill, in his address at the Texas University commencement, "has it been for the past eight hundred years with the great universities of England, during which long period

the planets have not more surely reflected the light of the sun than have the subordinate colleges, academies, and schools of Great Britain reflected the scholarship and intellectual character of Cambridge and Oxford."

EXISTING UNIVERSITY GRANTS.

The grants to the university, as diminished by the constitution of 1876, embrace the 50 leagues of land (221,400 acres) originally set apart by the Texas Republic, 1,000,000 acres substituted by the State constitution of 1876 for the "tenth sections" (railroad surveys) which the act of 1858 had granted, and 1,000,000 acres appropriated by the act of 1883, and the act of 1883 specifically expressed its appropriation for "the University of Texas and its branches, including the branch for the education of colored youth"—in all 2,221,400 acres. An act of 1897 gives 100,000 acres as a special endowment for "the colored branch university."

The Agricultural and Mechanical College, established at Bryan as a branch of the university, owes its foundation to an act of Congress of July 2, 1862, and amendatory acts, endowing agricultural colleges in the several States, by which the college received from the Federal Government 180,000 acres of land, which was sold and the proceeds converted into bonds amounting to \$209,000 and held for the exclusive benefit of the college. The institution was made a branch of the university by the constitution of 1876 in order to make it a beneficiary of appropriations from university funds; and its support was further provided for by that constitution as an earnest of State cooperation in the purposes contemplated by the Federal endowment.^a

ORGANIZATION OF UNIVERSITY AND BRANCHES.

The first board of "administrators" of the university, as the law originally termed them, was appointed by Governor Pease in 1866. The first board of "regents," as they were subsequently designated, was appointed by Governor Roberts in 1881. The academic and law departments of the main university at Austin were organized in 1881 and opened to students in 1883. The medical branch at Galveston was not opened to students till 1891. The college branch at Bryan, which owes its foundation, as stated, mainly to the Federal land grant for endowing such institutions, was established by resolution of the legislature of 1866 and legislative action in 1871 accepting the Federal

^aIn addition to the \$209,000 endowment already referred to, the college is a beneficiary in the sum of \$15,000 a year under the act of Congress approved March 2, 1887, establishing agricultural experiment stations in the several States. Also, under the "additional endowment act" of August 30, 1890, it receives three-fourths of a fund which began with \$15,000 for the first year, adding an additional \$1,000 each year until it reached and now continues at \$25,000 a year.

grant, but did not become a branch of the university till so constituted by the constitution of 1876. The colored branch, which by law is to be at Austin, has not been organized; but the Prairie View Normal School, established near Hempstead under an act of 1876 providing for the education of colored persons of both sexes, is liberally supported instead by the State, and is under the supervision of the directors of the Agricultural and Mechanical College. It enjoys a share of the "additional endowment" fund from the Federal Government—one-fourth of the amount apportioned to Texas, or \$6,250 per annum.

ADVERSE LAND MANAGEMENT.

Though early endowed with munificent grants, including several million acres of land independent of some half million dollars in money and bonds, the university's resources were so much diminished by the constitution of 1876, and diverted by subsequent legislation on account of preference for other institutions, as to retard its organization for many years; so that it did not get into operation for the admission of students until two years after the act of 1881, under which its practical organization was contemplated, and long after the passage of the university act of 1858. This delay was largely due to the State's method of managing the public lands, including those held by it for the university, by reserving them for settlement under what is known as the "actual settlers' act," which was simply intended to encourage settlement of the State without reference to any effect it might have upon the interests of education. In fact, it tended to retard the accumulation of school and university revenues on account of the rather gradual disposal of the lands, which, though offered for sale on the most favorable conditions, attracted settlers very slowly, as the lands were mainly adapted for large pastures, requiring but few occupants. The railroad companies, having been granted considerable quantities of land in sections alternating with school sections, for the purpose of encouraging railroad construction in Texas, and on condition of their surveying the lands for the State, took active steps to promote immigration so as to preferably dispose of their own lands. This, while naturally inducing sales of the school sections along with the railroad alternates, was no benefit to the interests of the university further than resulted indirectly from the slow development of the country; for the reason that "every tenth section" of the lands—which tenths, as originally granted to the university, would have aggregated several million acres—had all been diverted by the State constitution as early as 1876 to the free schools; and the million acres which were substituted for them, not being so accessible by railroad for actual settlement, had to be leased as best they could to the stockmen of the country. They were, in fact, largely depredated upon for "free grazing," great *herds of cattle, horses, and sheep*, whose owners until a few years



O. M. ROBERTS.

ago, when the State conceded the control of the lands to the university regents, paid little or nothing for using them as "ranches" or ranges for their stock. Many, indeed, who thus used the lands did not even live in Texas, and the few persons who availed themselves of the settlers' act generally purchased but a few sections and grazed their stock ad libitum all around them. The State, besides allowing such comparatively gratuitous use of the lands, failed to collect some \$50,000 to \$60,000 due the university for arrears in interest on land notes, and further occasioned the university the loss of some \$30,000 annual income by the action of the State land board in refusing to allow the regents to lease 600,000 acres at 5 cents an acre per annum because the board had fixed a 6 cents minimum for all leases of public lands and would not relax the rule in favor of the university, although the university lands were generally so much less desirable in competition with the better-located and otherwise more valuable school lands.

As evidence of the great disparity in desirability of the school lands as compared with those of the university, State Land Commissioner Hall, in his report to Governor Ross, after citing the facts as to the difficulty of leasing those of the university, recommended that the regents be intrusted with the work and made the following statements:

Of the 2,000,000 acres belonging to the university fund, only 77,437 acres are leased, being a little more than one-thirtieth of the whole, while of the school lands more than one-fifth are under lease. The school lands alternating with other lands, were largely leased by the owners of these alternates. When the present law took effect the school lands, to a great extent, were occupied by established ranches, whose owners leased promptly. Most of these lands were also in reach of population and sufficiently watered for immediate and profitable use for stock raising. With the university lands the conditions are totally different. They are located in large bodies and in solid blocks, so that the lessee is compelled to pay for the whole area appropriated to his use instead of the half, as in the case of the school lands. The university lands are without permanent water and for the most part too distant from water to be utilized. They are also remote from population. Thus the school lands offering superior inducements and attractions and being more than sufficient to supply all immediate demands to lease, it is readily perceived that under the present conditions other results could not reasonably have been expected.

At present there seems to be no demand for the purchase of university lands. Therefore, in order to utilize them for the purpose for which they have been segregated, it is necessary to adopt one of two plans, viz: Either the rental must be reduced and the term of lease extended sufficiently to induce private parties to develop water and otherwise put these lands in shape for use, or else the State must provide the water necessary to make them profitable and available at the price now fixed by law. The latter plan is not desirable, even if at all feasible, with safety to the State; hence it is with confidence that the recommendation is made that the rental of the university lands be reduced to 3 cents per acre per annum and the maximum term of the lease be extended to ten years. Another solution still is to place these lands in the care of the university authorities. The regents of the university are gentlemen in whose hands the interests of that institution would doubtless be entirely safe.

Subsequently, in 1896, the regents were given control of the lands, and within two years' time had leased over 1,000,000 acres.

In their report of 1886 to Governor Ireland the regents say:

In addition to the 50 leagues of land granted in 1839 by the Republic of Texas the State reserved for the benefit of the university every tenth section of land granted or that might be granted to railroad companies or to the Galveston and Brazos Navigation Company. It is estimated that this grant, had it not been impaired by the action of the convention of 1875, would (at that time) have reached the magnificent proportions of 1,600,000 acres, situated in the most thickly settled part of the State and worth perhaps on an average \$5 per acre. It can easily be seen that the land given subsequently, in lieu of this appropriation, is in no sense an equivalent. Had these tenth sections of railroad lands remained as appropriated, the university would now be in no necessity, and, so far as material resources are concerned, it would perhaps be the most completely equipped public institution on the continent.

Unfortunately for the university, the 1,000,000 acres given by the convention in lieu of the tenth sections were not near so valuable and fell vastly short in quantity as well as quality of the grant for which they were substituted.

It is strange that, following the action of the Texas Republic in granting 50 leagues of land for the endowment of two colleges or universities, no mention is made of the land in the State constitution of 1845. Subsequently, however, in pursuance of law, the lands were located and surveyed in the counties of Cooke, Fannin, Grayson, Hunt, Collin, Lamar, McLennan, Hill, Callahan, and Shackelford, and have most of them been sold under laws for that purpose. About 13,000 acres of the McLennan County lands and some 8,000 acres in Grayson County remained in litigation, and provision was made by law to quiet title to them. (Acts of 1879 and 1881.) By special acts of January 4, 1862, December 16, 1863, and October 20, 1866, time for paying interest on the litigated lands was extended. The lands in McLennan County, alleged to have been located in conflict with a Spanish grant to Joachim Moreno, and on which interest had consequently been suspended, had mostly been sold under an act of 1874; and by act of March 6, 1875, it was further provided that settlers upon the Hill and McLennan County lands should not be compelled to pay the amounts due upon said lands until the suit pending in behalf of the Moreno grant had been decided and the title to the land determined. What was considered at the time to be a favorable compromise of the Moreno controversy was effected in 1888, through the efforts of Governor Ross with General Mexia, of Mexico, by which the title to about 6,000 acres of the McLennan County lands was confirmed to the State for the university. Land Commissioner Hall at once placed on sale for the university such lands as had not been sold, which (unfortunately for the university, as the lands have greatly enhanced in value) were only a few hundred acres. The compromise was virtually about one-half for the other in quantity, but not in value, as the State agent for

the university was overreached in the matter by the agent of General Mexia. Still the transaction was favorably regarded by Judge George Clark, who was the attorney in the case, as the title was so old and clouded that any recovery whatever was doubtful; moreover the State, it was then supposed, was not likely to substitute other lands for these, though the legislature has tacitly allowed a substitution of some other lands made by Land Commissioner Walsh. There are persons familiar with the matter who do not consider the compromise so advantageous to the university as might be supposed, though quite advantageous to the State. The latter has the benefit of the lands to make good the titles she assumed to confer on the purchasers, while the university, as most of them had been sold by the State, has to accept the State's old price for them (\$1.50 per acre, under the act of 1874, under which the sales were made) instead of an average price of over \$3 an acre, at which some 50,000 acres of the 50-league grant, which included the McLennan County lands, had been sold prior to the administration of Governor Throckmorton in 1866. Some of the lands sold were, in fact, worth from \$5 to \$20 per acre on account of their greatly enhanced value at the time of the Mexia compromise, which in such light appears to have involved considerable sacrifice of the interests of the university.

Land Commissioner Hall while in office furnished the writer the following more explicit statement as to these lands:

The lands secured to the State for the university by the recent compromise in McLennan County had been sold under the provisions of an act of 1874, with the exception of a few small tracts which are comparatively worthless. The relief act of March 6, 1875, extending time for payments for the lands in litigation on account of the Moreno grant, virtually suspended payments of interest on these lands, but since the recent compromise with Mexia, payments have been made of interest and principal in full, and patents have been issued in many instances. From this source the available fund of the university has been largely increased during the present year, in many cases the accumulation of ten years' interest having been paid at one time. Some purchasers wanted the interest abated, but the land office ruled against them, and construed the law to require payment of interest from the date of the contract of sale. Upon that ruling they paid up the interest from the date of contract in accordance with the terms of purchase, and in some instances the interest amounted to much more than the principal. Some of them proposed to pay the principal without the interest and refer the question of paying the interest to the action of the legislature, but State Treasurer Lubbock held that he would receive no payments of the principal till the interest was paid.

The sale of these lands was called in question by a decision of the Federal court at Austin.

It seems strange that any purchaser permitted to settle at \$1.50 per acre for land which was worth from \$5 to \$20 per acre should dicker with the State about paying the interest and contemplate appealing to the legislature for such relief. The university lands, as before stated, are now all in charge of the regents, and are leased in preference to

selling them, the rentals going to the available university fund whereas if sold the proceeds become a part of the permanent fund, of which only the interest can be used for the needs of the institution. Though leased at but 3 cents an acre, results are more satisfactory than heretofore, because they are more actively managed by the regents than they were by the State and are consequently producing better revenue for the university.

Of the lands finally remaining to the university (some 2,221,400 acres, including the original 50 league grant), much, excepting the 50 leagues, was badly located by the State's appointed agents not personally inspecting all the land. As a consequence of the poor selections for the university Land Commissioner Walsh substituted for some of the locations what is known as the "San Elizario grant," on the Rio Grande, in El Paso County, and some other comparatively desirable selections. These selections, as stated, have been tacitly admitted by the legislature; but it unfortunately transpires that the State's title to some 20,000 acres, embracing the town of San Elizario, is not clear, and that no successful effort has been made by the State to confirm the title to the university, which is liable to lose the land by prescription, if not already lost, by the State not securing the testimony of witnesses while they were living, before the regents were given control of the lands.

Besides the sacrifice in the Mexia compromise, the 8,000 acres of university lands in litigation in Grayson County appear to have been lost to the university by the land commissioner who was in office at the time floating and not relocating the surveys. As further shown in a statement to the regents by Professor Batts, the right of the university to every tenth section, amounting to about 10,000 acres, located for the Galveston and Brazos Navigation Company, though not denied, has never been given practical recognition by the State.

Governor Throckmorton stated in his message to the legislature in 1866:

According to report of John Henry Brown, agent for the sale of university lands, there had been paid into the treasury on account of sales of the lands \$126,343, and there remained as yet unpaid as principal \$70,320. The amount of interest paid up to April 18, 1865, was \$48,924, and the approximate interest due up to the future year 1878 was \$55,888.

It was this amount of approximate interest that the State failed to collect, and is doubtless lost to the university, though indirectly, perhaps, as the result of "reconstruction" and interruption by the war.

GREAT FINANCIAL LOSSES.

In their report of January 8, 1833, to Governor Roberts the regents speak of an offer in cash of \$1,350,000 for the first 1,000,000 acres of land donated to the university by the constitution of 1876 in lieu of

the railroad tenth sections. They had no authority, however, to accept the proposition, and the land board, it seems, would not or did not make any concessions in the matter. This was possibly unfortunate for the university, as the price was about a fair average for such land compared with the average which the more desirable 50 leagues as far as sold had realized.

Great losses to the university naturally resulted from the war on account of payments for university lands, which had been sold on annual installments and for long terms, being made in Confederate notes. During subsequent years, known as the "reconstruction period," Comptroller Bledsoe, acting on an opinion of Attorney-General Alexander, based on the reconstruction acts of Congress, ruled that the proceeds of certain State bonds substituted for United States bonds belonging to the university were tainted by treasonable use of the money during the "rebellion," and suddenly dropped the accounts from the roll of the State's liabilities. The bonds, which had been granted to the university by the act of 1858, were taken from the fund of the university and credited to the State's general revenue. Comptroller Darden, finding the items (which aggregated with interest \$134,472 in bonds, besides a Comptroller's certificate for \$10,300 for university land sales) remaining on the books of the office, embraced them in his public-debt statement and asked Governor Roberts to recommend the legislature to pass upon the question of their validity. The recommendation was made, but it was not till 1883 that the legislature finally declared that the bonds, having been issued by the State and the proceeds used for "frontier defense" against the Indians and Mexican marauders, and not in aid of the "rebellion," were valid obligations of the State, and provided for returning the money to the university fund, including the item of \$10,300, although that did not certainly appear to have been used for State purposes. Governor Ross, when a member of the State senate, was quite instrumental in having the bonds replaced as an obligation of the State to the university.

ILLIBERALITY TO THE UNIVERSITY.

In the "reconstruction convention" of 1868 Mr. Sumner proposed a section for the new constitution providing as follows:

All public university lands in the State of Texas that have heretofore been disposed of shall be turned over to the common-school fund, and it shall be the duty of the legislature to pass such laws as shall provide for free schools in every neighborhood in each county.

It was not adopted, and is here alluded to only to show how little regard some men had for these funds, and especially those held in trust by the State for the university. A like spirit manifested itself

twenty years later, when, in the twentieth legislature, Representative Prendergast, speaking against a proposition to return university money used by the State, argued that the State did not owe the university one cent, and that it was only a case of "justified diversion of funds intended for one purpose, but changeable by subsequent enactment;" and another prominent member, Mr. Bell, of Cooke County, declared in a violent speech, assuming the power of the legislature as sufficient argument against any appropriations for the university, that "the legislature could refuse to make any provision for it whatever and starve it out of existence, or demolish it, by tearing down its walls and leveling it to the ground."

In 1888, after Texas had just received nearly a million dollars from the Federal Government as indemnity for defense of the Rio Grande frontier, the friends of the university were buoyant with the hope of having its old claims of several hundred thousand dollars against the State allowed out of the fund, or at least a liberal portion of the amount. Gen. S. B. Maxey, Col. William L. Prather, and Rev. Dr. Carroll addressed strong appeals to Governor Ross; and Dr. Thomas D. Wooten, president of the university regents, Prof. Leslie Waggener, chairman of the faculty, and other prominent gentlemen personally urged Governor Ross's attention to the matter. General Maxey, who was then United States Senator, urged that the university would never have greater need of the funds due it from the State, or the State ever be in better condition to settle. He knew of no principle, save force, that would enable a State acting as trustee to withhold these funds. Governor Ross, however, rather favored the money being placed to the general-revenue account for distribution from that fund by the legislature, and only \$40,000 of the money and a "loan" of \$125,000, mainly for the benefit of the medical college, went to the university.

The regents, in their report to the governor, which was accompanied by a statement from Comptroller McCall of the old indebtedness to the university, earnestly pleaded in its behalf as follows:

The regents are willing to leave the statements of facts by the comptroller to have their proper weight, trusting that the funds borrowed in the time of the emergency of the State will be returned to the regents at the time of the emergency of the university. It may not be out of place to say that in recognizing this claim of the university, which can not be enforced in the courts, the legislature will but follow in the footsteps of the General Government in allowing to Texas an indemnity fund, which the State had no power to enforce or ability to collect. What Congress has just done the legislature can certainly do, especially as in so doing the legislature will not be paying money to an outsider, but will be simply repaying to one department money borrowed from that department to pay expenses of another department, or refunding securities received by order of one department in trust for another, which securities have since become worthless. It may be proper to say here that this claim for money paid in Confederate notes for university lands has not been filed *sooner* because the facts were not until recently sufficiently known to justify a formal *presentation of the matter*.



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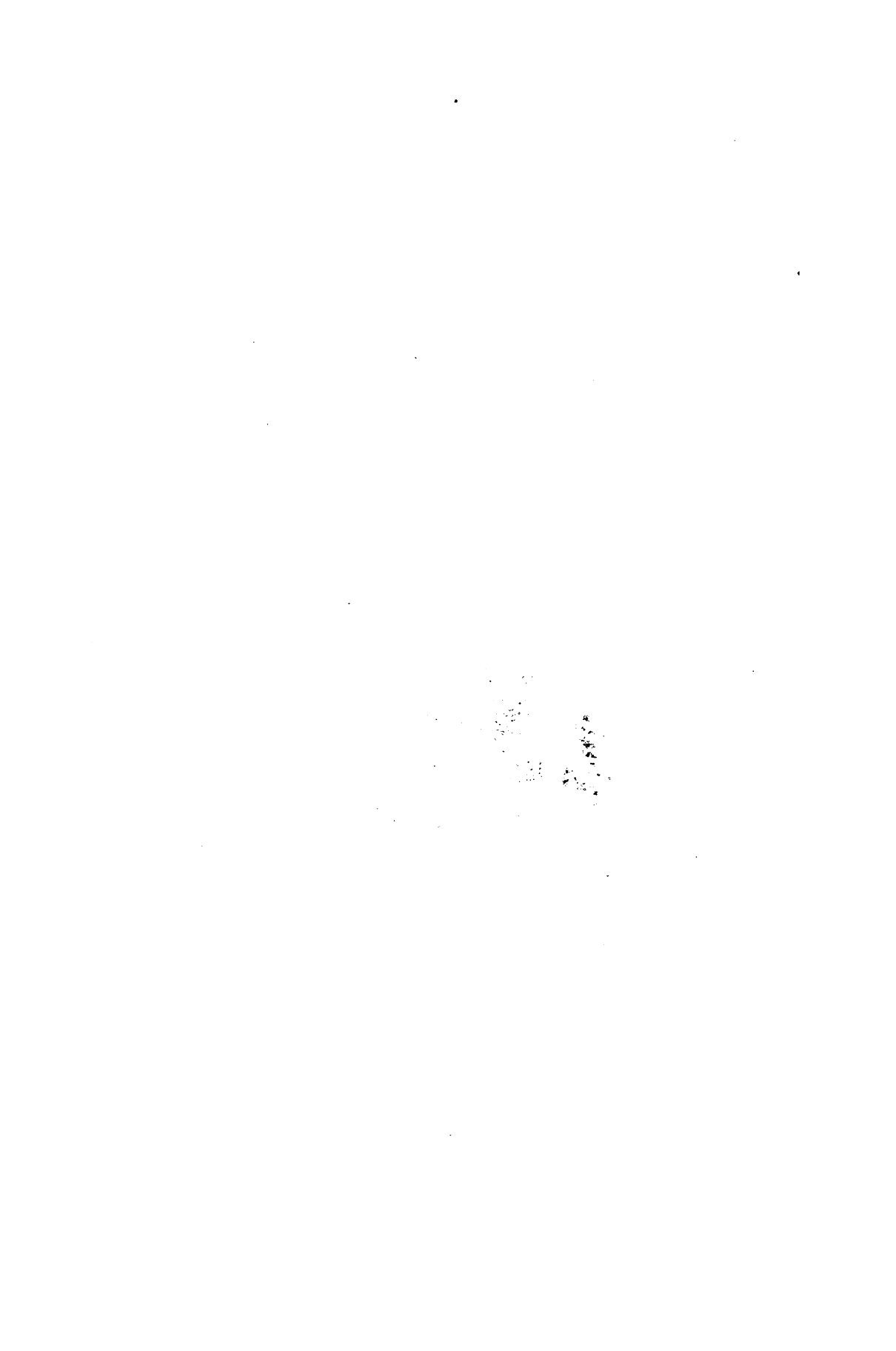
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The action of the governor and legislature resulted in but a limited amount of the million dollars indemnity being granted to the university.

Another disappointment to the university's friends was that an attempt in the twenty-fifth legislature to appropriate some \$60,000 to \$70,000 direct-tax money, which had been recently refunded to Texas by the Federal Government, was abortive, the proposition which was presented by Senator Stone being defeated by but a small majority in the house after almost unanimous adoption by the senate. This was in marked contrast with the action of Missouri, which a few years ago voted some \$648,000—every dollar of her returned direct tax money—to the University of Missouri.

Other disappointments were the repeated refusals of the legislature to appropriate lands to cover what had been taken from the university and given to the free schools; and here it may be noted that in Texas, as in Wisconsin, efforts were made prior to the establishment of the university to get the legislature to distribute the income from that university fund among the denominational colleges in the State.

DEPRIVED OF ORIGINAL RESOURCES.

Commissioner Walsh, who was ten or twelve years in office, furnishes the writer the following statement, throwing much light upon the situation and showing how largely the university's landed interests have been sacrificed by the action of the State:

The land legislation of Texas, so far as it affects the university, has been a series of errors, if we may be charitable enough to so describe a succession of laws which have stripped the university of what would have been an ample endowment.

The fathers of the Republic of Texas, before they had fairly escaped from the dominion of Mexico, granted to the future university 50 leagues (221,400 acres) of land. These leagues were located largely in Cook, Clay, Grayson, and McLennan counties. Having been selected at an early date, they embraced the choicest lands in the Republic, and as the country settled up they were coveted and squatted on by home seekers. The influence of these settlers secured the passage of several acts providing for the subdivision and sale of the 50 leagues. They were cut up into quarter sections and sold to actual settlers at \$1.50 per acre on ten years' time, with 10 per cent interest. The statutes of the State from that date until the adoption of the constitution of 1876 will show at each succeeding session "An act for the relief of purchasers of university lands." The object and effect of these various laws was to cancel previous obligations of purchasers, remit due interest, and allow a repurchase at the original price. The result was to finally dispose of these valuable lands at a price far below their actual value and to deprive the university of a large sum due for interest. In addition to these losses, a conflict with an old Mexican grant in McLennan County caused the loss of several thousand acres.

In 1854 the State provided for a subsidy of sixteen sections of land per mile for construction of railroads, to be located in alternate sections—that is, for each of the sixteen sections surveyed for the railroads a section adjoining should be surveyed for the common schools. It was further provided by act of 1858 that every tenth so surveyed for education should be set aside for the university. Under this statute the university was entitled to something over 1,000 acres of land for each mile of railroad built, and the law remained in force until repealed by the constitution of 1876. At the

date of this repeal the railroads had received grants for near 1,800 miles of road, and the university was then entitled to something over 1,750,000 acres. These locations, it must be remembered, were not grazing lands on the plains, but were situated in such counties as Dallas, Navarro, Ellis, Bell, Harris, Fort Bend, Williamson, and others, embracing the choice agricultural lands of the State. The constitutional convention stripped the university of this magnificent endowment and substituted therefor but 1,000,000 acres, which when surveyed could only be secured in Crockett and Tom Green counties, where the lands were all much less valuable than in the other counties. Thus 1,750,000 acres, worth then an average of \$5 per acre, were taken away, and 1,000,000 acres at 50 cents an acre were substituted. In the selection of this western land it was discovered that about 25,000 acres of irrigable land, situated on the Rio Grande, below El Paso, was wrongfully claimed by speculators under a grant already satisfied, and this amount was embraced in the land surveyed for the university. If proper steps had been taken by the State, this land might now be yielding a handsome revenue; but the blight which seems to rest upon all university lands has settled on this, and so far nothing has been done to assert the right of the university.

In conclusion, let us sum up what the university should have had, if the intentions of our early legislators had been respected:

| | |
|--|--------------|
| Fifty leagues, at \$1.50 per acre..... | \$332, 100 |
| Ten years' interest, at 10 per cent..... | 332, 100 |
| 1,750,000 acres, at \$5 per acre..... | 8, 750, 000 |
| Interest on deferred payments (say 25 per cent)..... | 2, 187, 500 |
| Total | 11, 601, 700 |

It is doubtful if the university will realize 10 per cent of this amount from land donations. Twelve million dollars will probably not more than cover a close estimate.

ACTION OF THE REGENTS AS TO NEGLECTED INTERESTS.

As has been seen all along in the course of the history of the university, the regents have vainly endeavored to prevent adverse action of the legislature toward the institution. They have not been indifferent to their duties, however, in presenting the facts and pressing upon public attention the university's financial and landed interests. As further evidence of this, some extracts from the record of their proceedings are of important interest.

At their meeting September 17, 1889, the following resolution, offered by Regents Todd and Simkins, was adopted:

Whereas there are outstanding land notes belonging to the permanent university fund aggregating some \$110,200 upon which there is due a large amount of unpaid interest, most of which extends back to the past ten years; and

Whereas the purchasers of said land are claiming that said interest is barred and are refusing to pay the same, and there is imminent danger that longer delay may cause considerable loss to the university fund; and

Whereas the State treasurer has been and is unable to collect the same by written demand on said parties: Therefore, be it

Resolved, By the board of regents of the State University that the attorney-general be, and he is hereby, requested to take immediate steps for the purpose of collecting said interest or establishing the same as a debt upon the lands, or else cancel said contract and recover said lands.

Again, at their meeting February 11, 1890—

Regent Wooten reported that the attorney-general was disinclined to sue upon the past-due land notes of the university, the ground of objection being that it would necessitate many suits in many different and distant parts of the State, to be conducted in many instances by either unreliable or incompetent persons.

Regent Wooten also reported the opinion of the attorney-general to be adverse to our right to demand the issuance of State bonds for the investment of the present uninvested permanent university funds (some \$35,000). The attorney-general holds it illegal for the State to issue bonds unless it owes a debt and wishes to borrow funds, and that this is not the present status of the State's financial condition.

Regent Wooten also reported that Land Commissioner Hall had taken no definite action looking to securing and selling a tract of land belonging to the university in Collin County.

Regent Prather reported to the effect that the university probably did not get a fair division in the apportionment of the lands in McLennan County, heretofore in controversy between the university and certain foreign claimants represented by General Mexia; that the agent of Mexia was very familiar with these lands and rather dictated, as it were, the division. Mr. J. P. Surratt represented the university's interests and Mr. Stephen Tuner was appointed by the court. Mr. Surratt endeavored to protect the State's interest, but was rather overreached in the transaction.

As to these proceedings the records of the regents further show that Attorney-General Hogg subsequently recommended that the suits referred to in the resolution of Messrs. Todd and Simkins be instituted, and it is to be presumed that steps for that purpose were taken by that officer, but as yet nothing has been realized.

OFFICIAL OPPOSITION.

There seems to have been a disregard of the protests of the friends of the university as long as it was in embryo, with no constituted head to represent its interests. There was much early and long-continued indifference to the establishment of the university, and preference instead for the common schools as sufficient means according to the popular view to be provided at the expense of the State. Opposition in the matter was voiced by such leading men as General Houston, Governor Ireland, and others prominent in office. General Houston, while governor, is reputed to have combatted the proposition to establish a university as being "a project for favoring the rich at the expense of the poor;" but as far as the writer is advised the statement is not clearly authentic. If he was really opposed to the establishment of such an institution during the period of his administration, it was possibly not so much on account of objection to university education per se as a system for State adoption, as from an idea that Texas was not then prepared for such an advance in educational methods. Certain it is he did not hesitate in his message to the legislature in 1860, to recommend as a war exigency for frontier defense from the Indians,

the using of the one hundred thousand dollars of bonds belonging to the university. He opposed selling the university lands, and declared that in his opinion "the establishment of a university was a matter alone for the future." Even here it was significant that he alluded to further use of the university lands as a means for advancing "the cause of education" and not particularly the interests of the university.

PROPOSED SYSTEM OF PREPARATORY SCHOOLS.

Governor Ireland's opposition to the early establishment of the university may have been owing to a preference for the common schools as being quite sufficient and all that the State could then afford or be expected to provide; but his idea more properly perhaps was, without really opposing the organization of the university, to have a more diffused system of higher education by means of "district colleges," fairly distributed as "feeders for a university," and have the university await the establishment of the colleges before putting it into operation, and then to inaugurate it on a grand scale. State Senator Pfeuffer was noted for his advocacy of something like this policy, and for his introduction of a bill accordingly while a member of the legislature during Governor Ireland's administration; in which bill, among other features, he provided for establishing 'one university preparatory school in each Congressional district in the State, under control of an auxiliary professor, at a salary of \$1,500 per annum, to be appointed by the board of university regents, which schools shall be organized as high schools, in harmony with the university course, and serve as feeders to the university.' Only one of the regents, Dr. Hadra, objected to early opening of the university, taking sides with Governor Ireland and Senator Pfeuffer and contending that the movement was premature. The Pfeuffer bill, however, which was rather speciously entitled "A bill to perfect the university," did not pass in either branch of the legislature, but great influence had to be brought to bear by the regents and friends of the institution to prevent its passage. This was virtually accomplished by the efforts of Judge Terrell, Regents Simkins and Shepard, and other able advocates of the university's interests.

Col. Ashbel Smith, first president of the board of regents, Dr. Wooten, and other members of the board, most of the governors of the State, Comptroller Darden, and other State officials, Judge Terrell, Senators Maxey and Wilcox, and other active workers in its behalf, had all along urged the policy of opening the university upon a moderate basis, and relying upon the liberality of the State and the pride of the people to maintain and build it up to mature proportions. They fully realized what Dr. Mallet stated in an address at the inaugural exercises at Austin, that "such institutions are not built up at once by *any masterly methods* of construction, but have to take root and branch



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out and grow like a tree, and to flourish must have a fruitful field, light, the heat of the sun, and the refreshing showers of generous influences." But the legislature, as the law-making power and determining factor in such matters, was too capricious and uncertain in its treatment of the university, whose organization as a consequence, notwithstanding its largely planned but subsequently greatly diverted endowment, was retarded for over a quarter of a century.

IMPOLICY OF SCATTERING BRANCHES.

An important matter in the history of the university, and one which may or may not be to the best interests of such institutions, was the scattering of its branches by allowing their sites to be determined by popular vote in deference to sectional demands. Independent of the unwisdom of such decentralization, this policy weakens the main organization by parceling out its forces so that they can not be operated as advantageously or economically as when centered at the domicile of the parent establishment. It is on account of such policy, as noticed by a French critic, that perhaps "not more than ten or a dozen American universities possess all the advantages essential for higher education;" and it is for such and other reasons that not only removal, but even entire reorganization of educational institutions, has been found advisable, as on account of some great change in public policy, or peculiar development of the country, or unhealthful or otherwise injudicious location. The removal of the old college of William and Mary of Virginia to Richmond, though successfully opposed by Jefferson because it conflicted with his plans for the University of Virginia, would, as Dr. Herbert Adams expressed the opinion in his history of the college published by the United States Bureau of Education, have been "a fortunate thing for the college and for the State at large if all interests could have been united." In selecting the site for the University of Virginia, Jefferson was so impressed with the importance of making no mistake that he took into consideration a census which he caused to be made showing the number of old men in proportion to population, to evidence the healthfulness of the situation.

In the case of the Texas University, it would doubtless have been best, if all interests could have been combined, to centralize its branches with the parent stem at Austin; and even yet, as has been suggested, such a step may be advisable as to the Agricultural and Mechanical College if it is to be fully recognized and not technically regarded, as it practically is, as a branch of the university, provided, of course, the consent of all properly concerned can be secured; and this not only for various reasons which might be presented, but largely because the university, in its entirety of trunk and branches, would have the many great advantages which association with the seat of government naturally affords. As the relations exist it might be well if the college

could in some way be disassociated entirely from the university, with an increased and sufficient endowment separate from that of the main institution.

The location of the university was a matter of such rivalry that a number of places contested for the prize, resulting in Austin winning, Tyler being second, and Waco third in the race. Austin perhaps made the strongest effort, and had the advantage of being the capital of the State. Many of the prominent and wealthy citizens of Austin took active part in the work, and employed a number of young men to canvass the State in that behalf, while some ten or more of the other contesting points had zealous advocates representing their respective merits before the people.

NO UNIVERSITY TAX.

The great expense of providing for higher education was, in Texas as in other new States, the chief cause of opposition to the early establishment of the university. With many, taxation for the schools was right enough, but a university was deemed too extravagant in proportion to its limited operations compared with the work of the schools; while the idea of a university tax, such as other States levied with so much satisfaction and success for the early and rapid promotion of their universities, seems never to have entered into the calculations of Texas lawmakers. Nor to this day, though the question has been ably discussed in the public press, has such a proposition been presented in the legislature, while on the other hand a liberal tax is voted every session for the school fund.

Section 48 of Article III of the constitution, which under proper construction of its expressed "requirements and limitations" as to "the support of public schools" makes the university a constituent beneficiary with the common schools in the general school-tax provision for all purposes of education, has heretofore been either overlooked or disregarded, not only so far as concerns providing a university tax, but also as to appropriations for the university from the general school fund. The legislature, however, under its construction of section 14, Article VII, of the constitution, has perhaps properly enough refused to supplement the university fund with appropriations from the general revenue for "university buildings," except when the grants were expressed as "loans." Such grants were made in a few instances, and, fairly enough to the university, were so conditioned as to make them about equivalent to donations.

AGRICULTURAL AND MECHANICAL COLLEGE BRANCH.

Naturally the name and purpose of the Agricultural and Mechanical College branch of the university, briefly known as the "A. and M. College," which had been located at Bryan before the university

was organized at Austin, made it a special favorite with the great masses of the people, more particularly the farmers and other laboring classes, and consequently a decided majority in the legislature was ready and anxious at all times to serve the interests of the college as per se the "farmers' college," rather than those of the university, as though the university was not the farmers' university and as great a heritage for them to be proud of as the college, especially as the university afforded advantages which the college did not for the education, not only of their sons, but their daughters also. By taking advantage of this partiality, however, and extending the college studies to meet the educational views of the farmers the college so grew upon their affections that nothing could affect them in their attachment for it.

Not only was the legislature disposed to maintain the college largely at the expense of the university and somewhat regardless of the latter's interest, but there was manifestly little inclination to reconcile anomalous and, as Governor Roberts had suggested, "possibly mischievous relations" by more closely affiliating the college as a university branch, till in 1896 there was held at the college a joint session of the governing boards of the respective institutions. Whatever object was contemplated by this meeting, no practical reciprocity of importance resulted. Only some minor arrangements for correlation of studies in the science and engineering departments, and other matters not materially affecting the question of unification by reorganization of the parent university and the so-called branch institution, were accomplished, though the regents were strongly impressed with the general merits of the college and its good work in the special lines of agricultural, mechanical, and military instruction.

For several years before the university act of 1881 went into effect the college, which, as stated, had been made a university branch by the constitution to entitle it to the benefit of university funds, was, as already shown, largely maintained by appropriations from that source. This was done while the funds were needed to put the university itself into operation and without regard to the fact that the college was the beneficiary under the Federal land grant of 1862 for endowing agricultural colleges in the several States, and that its share of the bounty had been sold and the proceeds bonded for some \$209,000 for the college's separate endowment. Independent of this bounty, the State itself had made appropriations for the college at every session of the legislature till they had aggregated several hundred thousand dollars, much of which, as stated, was taken from the university fund, and had provided the college with ample quarters and improvements long before it was possible for want of the funds to operate the university; the college, in fact, being opened for students in 1876, and further operated, under the constitution, as a branch of the university, while,

on the other hand, the main university at Austin was not opened till 1883, the medical branch at Galveston not till 1891, and then only by means of material cooperation of the city and liberality on the part of some of the citizens of Galveston. All this left the establishment of the "colored branch," as it is called, but a remote possibility, which is not even yet realized. As to the Agricultural and Mechanical College, it has recently been proposed by a movement of some prominent ladies to get a girls' industrial annex provided for it, which, of course, would more largely popularize the college, as it would afford such facilities as many consider sufficient for the education of their daughters in addition to the special advantages which the college already affords for the education of their sons.

CHARGES AGAINST THE UNIVERSITY.

Some of the more prominent of the church schools took up the cudgel of opposition to the university by charging that some of the professors were not orthodox in their views of religion and inculcated infidel ideas in the minds of the students. Some of the teachers in the public schools, too, complained that Texas teachers were slighted in making selections of university professors. The feeling in the matter was perhaps intensified to some extent by articles in the papers by one of the most distinguished members of the faculty, Dr. Dabney, as to the character of instruction in the public schools, and by charges made by the State superintendent of instruction, Professor Cooper, against the management of the university regents, besides reflecting upon the teaching qualifications of some of the members of the faculty as well as upon the merits of the standard of instruction in the university. Added to this there were complaints in the public prints that political economy was taught in the university with too much bias, notably as to the tariff and currency questions, and it was contended that rather than this should be done the chair of political science should be abolished. The question was presented in such way as prompted Dr. Waggener, as chairman of the faculty, in an able article which was published, to justify political teaching in such institutions. Latterly certain members of the legislature took exceptions to the alleged teachings by Professor Houston as to "Southern rights," and more particularly on account of a book which he had written, and was supposed to be using in his lectures on the doctrine of "nullification." In Professor Houston's case the legislature ordered an investigation, and it was shown that he had made no reference to the book in his lectures, and further that he had uniformly presented the arguments on both sides of all political questions discussed in his classes.

THE UNIVERSITY AND POLITICS.

As a matter of instructive interest, to show how cautiously instructors in State institutions must venture in political action and utterances, the following extracts are taken from the minutes of the proceedings of the university regents of September 4, 1895:

Regent Ball made the following statement and motion, which was adopted:

It having been brought to the attention of the board of regents that certain statements were being publicly made by responsible parties to the effect that Professor Houston, of the school of political science had, during the course of several lectures delivered by him in advocacy of certain financial views he entertained, used unpleasant epithets, coupled with arguments as to the doctrines held by that political party known as the "silver free-coinage party;" and the board being of the opinion that if said statements were true said professor should be admonished that the best interests of the university required that discussion of such political questions during the course of lectures by any professor should be conducted with all proper courtesy and respect for the opinions of others; and that he be further advised that the assumption of personal warfare and methods of discussion by any professor should be avoided; and that accordingly the chairman of the committee on instruction be directed to interview Professor Houston, personally, and ascertain, if possible, the truth of such statements, and that if they proved to be true, that Professor Houston be admonished to desist from any course that would be likely to excite political animosity or censure.

Regent Ball thereupon reported verbally that he had interviewed Professor Houston in accordance with the foregoing resolution, and that the professor had emphatically denied the statement to the effect that he had used the above, or anything savoring of epithets concerning the free-silver party or measures, but on the contrary he said he had simply attempted to fairly state the arguments to his class on both sides of the controversy, and had carefully refrained from expressing his own views either way concerning them. He further assured me, and promised as an instructor, that as he believed it to be inadvisable to bring that topic prominently forward in his lectures he would in the future, if possible, avoid all reference to it, at least during the present heated contest of the controversy on that subject.

Again, at the same session of the board Regent Prather stated that he had recently attended a meeting of the National Association of Teachers at Denver, and at that meeting an address was made by Dr. Baldwin, professor of pedagogy in this university, and that Dr. Wooten has since received a communication from ex-Governor Roberts regarding that address, which was delivered the day before he (Regent Prather) reached Denver.

An item concerning the address referred to, published in the Galveston News, was read by Secretary Lane, as follows:

Joseph Baldwin, of Austin, Tex., treated the subject of "Patriotism of the Southland." He said the people of the South rejoice to-day that the "lost cause" is a lost cause. The great question in the South is the lifting up of the colored man to citizenship, and it is being done. He spoke in defense of the whites restricting the political rights of the blacks.

Regent Prather explained that Dr. Baldwin was substituted for some one to whom the subject had been assigned. So he presumed

it was entirely an impromptu address. The letter of Governor Roberts was read, and thereupon Regent Bryan moved the minutes show that "the communication from Governor Roberts was received and read to the board, and that on motion the same was ordered to be filed with the secretary of the board." Regent Ball moved to amend by adding that "all the members of the board present expressed their concurrence in the views stated therein, but at the same time, the matter being without their jurisdiction, and the sentiments expressed by Dr. Baldwin appearing to be his individual sentiments alone, and on the line of his topic, it is the opinion of the board that no action be taken concerning the same." The amendment was accepted and the motion adopted. The regents present were Messrs. Ball, Bryan, Cowart, Henderson, and Prather. Absent regents: Brackenridge and Thompson, and the president of the board, Dr. Wooten.

At the same session of the regents President Wooten himself was taken somewhat to task by action of the board on account of his address in conferring degrees upon the university graduates containing strictures on Governor Culberson's action with regard to university appropriations and university interests. Motion by Regent Henderson was adopted that the secretary be instructed to record the action of the board taken in executive session to the effect that—

The matter, having been discussed by the board, Dr. Wooten assumed the entire responsibility of the statements made by him, and added that his address had been prepared and delivered by him without consultation with the regents and was made upon his sole responsibility, and that he was willing to publish any statement assuming such responsibility that the board might desire; and that accordingly the following statement was submitted and agreed to by Dr. Wooten for publication, and that further the members of the board disclaimed any responsibility for or knowledge of the president's intention to make the criticisms on the action of the executive.

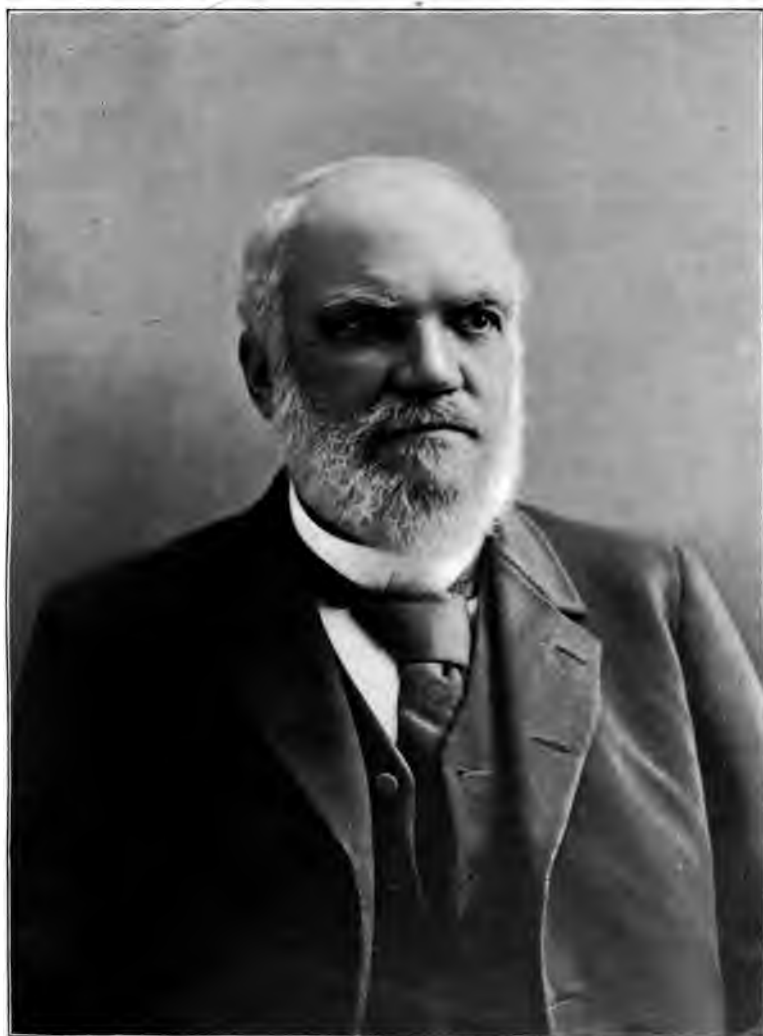
As published in an Austin paper, the statement reads:

In reference to the address of Dr. Wooten, so far as the same may seem to reflect upon and criticise the action of Governor Culberson, Dr. Wooten requests us to state that the remarks made by him are merely the expression of his own individual opinion, and are in no sense an official and authoritative announcement of the views entertained by the other members of the board. He further requests us to state that the address was not submitted to the board, and the members thereof had no knowledge of its character and contents before its delivery.

Dr. Wooten's strictures, which were eliminated from the newspaper reports of his address, were induced by the governor's disapproval of certain items of appropriations for the university authorized in the general appropriations by the legislature.

COMPLICATING UNIVERSITY AFFAIRS.

Several important questions which have been presented, and in some instances have more or less complicated university affairs in other



THOMAS D. WOOTEN.

States, have not occurred in the history of the University of Texas—such as the propriety of the appointment of lady regents by the governor, or their selection by vote of the people, as joint members, in the interests of coeducation, of the board of regents; the election of all or some members of the board by popular vote; providing for larger boards, as in other States, in order, it is claimed, to prevent cliques, avoid ruts in the management, and get out of difficult situations in university affairs, and in some instances, unfortunately, merely to put such institutions in line with the dominant political element of the State. Independent of such issues, it is not out of place here to suggest, for general information, that new States which have not fully organized their State universities can learn valuable lessons in several important respects, notably as to their endowments and State supervision in the promotion of higher education, by close study of the history of the University of Texas and those of Alabama, Arkansas, Indiana, Iowa, Louisiana, Maryland, Missouri, Michigan, Minnesota, Virginia, Vermont, New Hampshire, Nebraska, Wisconsin, and perhaps others, most of which have been elaborately presented in special publications of the Bureau of Education at Washington.

PROFESSORS AND STUDENTS AS POLITICIANS.

There is one thing of which the writer, with all his friendship and interest in the university, feels justified in expressing his disapproval. That is the part taken by students, and in some instances by professors, in politics; and this for the reason that the university is not a partisan but a strictly nonpartisan institution. For the same reason, as it is nonsectarian, no special privilege or partiality for any church should be countenanced, but all be regarded with equal favor in every movement affecting the social organizations connected with it. It is true that students old enough to vote are at liberty to form political clubs, but that does not make it wise for them to do so; and as for students who are minors, they certainly should take no part in club meetings, political conventions, and elections and public demonstrations simply because, if Democrats in their sentiments, the Democratic party, as happens to be the case in Texas, is in the ascendency. The university belongs to the State, to the whole people, and not to any political party, and siding with any party naturally provokes dissatisfaction from all other political organizations. It is idle to argue that such action has its precedents in other universities, for precedents can be wrong and not justify such "new departures" in university affairs.

EDUCATIONAL EXPANSION.

One trouble, perhaps, in educational work has been that up to recent years the South, on account of its slower educational development,

has not been so productive of great educators as the North, nor has it been able to keep up with the North in matters of university extension, or such novel schemes of educational expansion as the recent one of the "Cosmopolitan University," inaugurated by Mr. John Brisben Walker, of the *Cosmopolitan Magazine*. The authorities of the Texas University, however, are awakening to the more important educational revelations of the day, and, among other measures, propose, in accordance with General Wheeler's suggestion, to expand its educational advantages to Cuba, Porto Rico, Hawaii, and eventually perhaps to the Philippines. The Walker scheme of a comparatively inexpensive education and continued instruction to persons of any age or station in life, without the necessity of attending a university away from home or their places of work or business, has been a success because it supplies a great public desideratum—a cheap education to all classes and conditions of the people. Whatever the University of Texas may do, whether in eccentric or concentric orbits, to meet the more general demands for educational service will best promote its success, and in this way it needs just now a fine technological department for male students and an art and music department for the special benefit of the girl students, such as are provided at many Northern institutions. The University of Texas should be as complete for the State's benefit as a national university should be for the educational demands of the whole country. What Mr. Walker expresses as to the objects and success of his novel enterprise is of appropriate interest here to the friends of the university and to all concerned in the work of university expansion or extension of university work:

The educational work of the *Cosmopolitan* was undertaken with the intention of demonstrating a deficiency in the educational facilities granted by the State. The idea was this:

We educate the child up to the point when it is just about to begin to think. Then we stop. But it is the education received after the student begins to think that is of the most importance to the State. It is this thoughtful study that makes the good citizen, the good husband or wife, the efficient workman, and the desirable neighbor. It is study after leaving the primary schools and colleges that counts most in the affairs of life, because this class of study is done understandingly and usually with a direct end in view.

Why should the State go forward just to this point and then suddenly drop the student upon his own resources? Why should not every man or woman who desires to improve be provided with needed facilities and so encouraged to rise to a higher plane of usefulness to the State?

Prior to the *Cosmopolitan's* effort there was a prevalent belief that no such class of persons existed. Legislators argued that there could be no reason for provision being made for a class that was nonexistent.

The best way to combat so generally accepted an error was to demonstrate its falsity practically. The *Cosmopolitan University* was established for this purpose. The first declaration brought an immediate response from the circle of *Cosmopolitan* readers. Over 21,000 students made application to enter the *Cosmopolitan University*

the first year. A little effort would have increased the number of students to 50,000, drawn exclusively from Cosmopolitan readers.

No better demonstration could have been made. We know now that there must be a class aggregating close on to a million people anxious for that education for which to-day the State does not provide. Yet the expense of providing for this class of in-the-home education is insignificant in comparison with the more costly methods of primary education.

What should be the outcome of all this?

It is clearly the duty of the National Government to provide a great central university, presided over by the ablest educational minds, to which the students seeking knowledge, but scattered throughout the land in places where the local educational facilities are insufficient or inapplicable to their cases, may turn for guidance and to which they may submit their difficulties.

The Cosmopolitan has undertaken to provide for these for a time, but its means do not permit it to take care of a twentieth part of those who would avail themselves of the help of a national correspondence university.

These ideas are supported not only by the facts demonstrated, but by many of the leading educators of the country; and the time is now for carrying them into execution. It has accordingly been determined to have presented in Congress this winter a bill which will provide for the organization of a national university and its proper maintenance. It shall be under national control, but its government shall be by a board of trustees, nominated one by each of the great universities, free from personal interest and entirely removed from politics. The friends of education in the press, in Congress, among the great universities, and among the people are asked to give their earnest cooperation.

Dr. Winston points the facts strongly as to the slow development of higher education in Texas in a recent address at Nashville, in which he said:

It can not be denied that the Southern States have failed to make adequate contribution to the literary and scientific wealth of the world. This failure was due, not to lack of individual power or character, but rather to the environment of slavery, and to the false theory that government is intended solely to restrain wrong doing and [not] for the active help of right doing. This environment and this theory for two hundred years prevented public schools and retarded the development of the Southern States in manufactures, in commerce, in agriculture, and especially in literary, scientific, and artistic culture.

The South, freed from the fetters of slavery, is leaping forward with amazing rapidity. The commercial and industrial activity of this generation surpasses that of the hundred years preceding. But the old theory of government remains to hinder public progress and obstruct every improvement.

Education is a public and an economic necessity. The struggle between the North and the South was at bottom economic. It was a contest between educated labor and labor uneducated. The same struggle is going on to-day and will go on forever. The State that lets her children grow up uneducated or half educated, that fails to sharpen their intellects, inspire their souls, develop their consciences, strengthen their bodies, and train their hands, condemns them in this age of universal and ceaseless competition to lives of poorly-paid labor and social unhappiness. There is need of the best culture that can be provided, extending from the kindergarten to the university, and free to all the youth of every community. There is nothing socialistic in this theory. It is based upon the common sense and the progressive spirit of the American people.

COLLEGE AND UNIVERSITY RELATIONS.

The Agricultural and Mechanical College, though claimed to be "the technical branch" of the university, has its separate board of managers, acting entirely independently of the university regents, and publishes its own catalogues of students, whose names never appear upon the university registers. This and other anomalous conditions in the government of the two institutions induced Governor Roberts, in a message to the forty-seventh legislature in 1882, to suggest dispensing with separate boards and enlarging the number of regents, so as to incorporate the college directors and the regents together in one body.

There is no use for two boards. A positive disadvantage might often result from a want of harmony between them. With a common control by the board of regents over all of the branches, and provision of ample means to support them all and build them up gradually together according to the relative importance of each one, no strife for the advancement of one to the prejudice of the other would be allowed to exist, and each could have its due share of promotion according to the means at command and as would best forward the interests of the country.

The regents themselves strongly presented this anomaly as to the two institutions by stating that while the college at Bryan is entitled to say that it is the technical branch of the university at Austin, the university at Austin is not entitled to say that it has a technical branch at Bryan. They add:

If the college at Bryan is a branch of the university, the university certainly has a branch at Bryan, and the regents, as the governing body of the university, should control and regulate this branch. An independent board as the governing body of a dependent branch is a contradiction in terms—an absurdity and element of mischief.

On the other hand, the college directors contended that—

The matter involved is a mere question of administration and not of art. If the college can be more successfully operated by a board responsible directly to the legislature, and more representative of its interests, then a mere question of appropriation of funds should not be allowed to interfere with its success. As now, both boards can biennially present their estimates to the legislature, and with a full knowledge of both wants and resources the legislature will appropriate from the university fund the amount to which this college may be justly entitled.

ELECTION OF A UNIVERSITY PRESIDENT.

No action resulted from Governor Roberts's recommendation as to separate boards of management, and it remains that the college authorities, as well as the legislature, seem indisposed to make any change in the college and university relations. Singularly enough, too, the regents as a body had never, up to the time of the governor's recommendation, met at the college; nor have they since, till in December, 1896, and then only in response to the invitation of the college

authorities for a joint session with the college board. This meeting was held after Governor Ross, president of the college, had been suggested among others for the university presidency, but it was not called till after the legislature had authorized the regents to elect a president. It was at this time, but in a separate session of the regents at the college, that the regents, having previously at a meeting at the medical college in Galveston selected Dr. George T. Winston, of North Carolina, for "president of the University of Texas," confirmed the appointment by official notification to him by telegraph, and were notified in the same way of his acceptance, in accordance with previous correspondence with him on the subject and an understanding as to the requirements of the position. He was further amply empowered for discharging the duties of the office, his salary being fixed at \$5,000 per annum, with a liberal allowance of funds for traveling expenses and lecturing in the interests of the university, besides being provided with a private secretary and university registrar to facilitate his work. Up to this appointment Dr. Winston had served with great success as president of the University of North Carolina. His salary under his new service as president of the Texas university was apportioned for payment, one-third to the account of the medical department at Galveston, and the balance to the main university at Austin—the regents having no authority to place any portion of it against the Agricultural and Mechanical College, and the college board making no proffer to share in any way the new expense incident to the presidency.

Among those besides Dr. Winston and General Ross who were prominently suggested for president of the institution were Judge C. L. Hume, a distinguished attorney of Galveston, who was the first one elected, but declined; W. L. Wilson, subsequently of President Cleveland's Cabinet; Dr. William M. Thornton, of the University of Virginia; Prof. Woodrow Wilson, of Princeton; Prof. William E. Smith, of Tulane, and others with whom there was some correspondence.

REORGANIZATION PLANS.

General Ross, while governor of the State, had been solicited and had consented to become president of the Agricultural and Mechanical College, to which position he was consequently elected soon after his retirement from the executive chair. This was considered by many as a stepping-stone to the university presidency, for which he would have been a very popular selection on account of his being a great favorite with all classes of the people and a man of marked firmness of character and superior administrative abilities.

As to the Agricultural and Mechanical College, it does seem that a great State like Texas should hesitate at no expedient or means of

changing its anomalous relations to the university, if in no other way, by dissociating it altogether from the university, with a distinct endowment from the State, to be used for its sole benefit, and without further recourse to university funds.

One of the most comprehensive and at the same time justly liberal propositions all round was a bill introduced in the legislature in 1886 by Representative McGaughey, subsequently State land commissioner, entitled "An act to pay the old indebtedness of the State to the University of Texas, and to give the regents control of the university lands; to better establish the relations between the university and its branches, by placing them all under a new board of management and giving them each additional and separate land endowments out of the Pacific railway reservation as a compromise, and making provision for acceptance of donations from Galveston and the executor of the Sealy estate for the early establishment of the medical department of the university at Galveston." The main object of this bill was to increase the land endowment of the Agricultural and Mechanical College to an extent that would be satisfactory to the friends of the college, as an independent endowment of its own, to be accepted in lieu of any future appropriations to the college from the funds of the university. The bill, however, was never reported back to the house.

Another bill, by Senator Glasscock, and one by Representative Gresham, both giving the regents of the university control of its branches and of its lands, and other like measures, were not acted on, adversely reported, or otherwise defeated. The legislature would not even entertain such measures for discussion, nor would it countenance a proposition of Representative Hudgins, of Bowie, which Representative Moore, of Travis, among others, most earnestly advocated, to pay the university some \$212,000 (including interest) in place of university funds used by the State.

PRIVATE BENEFACTIONS.

Besides giving the regents control of the university lands, the legislature provided for acceptance of grounds and contributions for the medical college buildings, including the Sealy Hospital—a gift from the John Sealy estate for the use of the college—and the college building, grounds and hospital equipment, which last were partly contributed by the city and some citizens of Galveston on condition that half the amount of their value be provided for by the State, which was done. These acquisitions have but recently been followed by the handsome gift of a fine dormitory building by Regent Brackenridge, and some \$35,000 from the John Sealy heirs for various additions and improvements to the college and hospital, all of which add very materially to the general advantages of the medical department of the university. The

buildings occupy the same block and are well equipped. All are models of beauty and usefulness in design, and are delightfully situated on the beach of the Gulf of Mexico. The aggregate value is about \$335,000, including the grounds.

In contemplation of his donation of the dormitory building Colonel Brackenridge in May, 1896, had authorized Laura Ballinger Randall and Harriett Brooke Smith, as trustees of a fund placed by him to their credit, to proceed to acquire a suitable site and arrange for the erection of a building to be known as "University Hall," which should afford the comforts and privacy of a home, at the least possible cost, to all women who may enter the medical department of the University of Texas.

Before the work of the trustees had advanced beyond the preparation of provisional plans for the structure Mrs. Smith unfortunately died, and following her death, by the wish of Colonel Brackenridge, the committee was reorganized so as to consist of Mrs. Randall, Dr. Edward Randall, and Dr. Allen J. Smith. On the occasion of the commencement exercises of the medical department in May, 1898, in the Grand Opera House in Galveston, the trustees, having been so empowered by the donor, formally presented to the regents of the university the new hall, which was publicly accepted in a beautifully appropriate address by Regent Henderson. Upon the evening of the same day the regents, through the chairman, Dr. Wooten, at a public entertainment held in the hall, vested the active management of the building in a committee of managers previously selected, composed of ladies of the city of Galveston, together with one member of the faculty of the medical department.

It was the desire of the regents to have the building known as "Brackenridge Hall," but the donor objected, and it was named instead "University Hall." In accepting it the regents, by resolution, expressed and recorded their "grateful appreciation of the wise philanthropy of Mr. George W. Brackenridge in donating University Hall for the promotion of the education of women in the medical department of the University of Texas." And for the proper carrying out of this purpose they directed that the management of the hall should be under the control of twelve lady managers from the city of Galveston, to wit, Mrs. Andrew G. Mills, Mrs. George Seelingson, Mrs. F. D. Minor, Mrs. G. E. Mann, Mrs. Thomas J. Ballinger, Mrs. C. E. Mensing, Mrs. Sealy Hutchings, Mrs. W. S. Carter, Mrs. R. Waverly Smith, Miss Mary H. Davis, Miss Agnes Campbell, and Mrs. Edward Randall. Dr. Allen J. Smith was added as the faculty member, and subsequently Mrs. H. P. Cooke, Mrs. J. F. Y. Paine, and Mrs. James E. Thompson were appointed to fill vacancies. The board is self-governing, except that from time to time it reports to the regents of the

university, and is self-perpetuating—electing new members as occasion requires. The officers first serving are: Mrs. Mills, president; Mrs. Minor, vice-president, and Mrs. Randall, secretary and treasurer.

The building is a spacious edifice of composite architecture, measuring 75 feet front by 54 feet net side depth of the main portion, and 96 feet full side measurement. The first floor comprises a fine lobby, offices and anterooms, kitchen and pantry and matron's apartments, and a large dining hall of colonial pattern, well lighted with ornamented doors and windows, and provided with a large air and light ventilating shaft extending from a skylight in the roof through the central area of the building. This floor is used mainly as a restaurant for the general service of the college students of both sexes. The second and third floors, which are constructed in a rotunda about the central shaft, serve as dormitories for the female students of medicine, pharmacy, and for those of the training school for nurses attached to the college. There are some thirty sleeping rooms, besides parlors and bathrooms, ranging in floor space from 8 by 16 to 14 by 17 feet, each opening upon galleries or into corridors leading to them, and all finely furnished and heated by steam and lighted by electricity. The rental of the rooms, including heat and light service, has been fixed at \$6 and \$8 per month for second-floor apartments, and \$5 for those on the third floor. As stated by a trustee, board at present costs \$12 a month, but it is the intention of the management, as it becomes practicable, to arrange a bill of fare from which selection at given prices may be made, thus leaving the cost of food to be determined by the choice and ability of the individual to pay, and adding a feature of economic education contemplated from the beginning by Mr. Brackenridge.

This gift of Mr. Brackenridge to the State for the university in actual cost represents in the aggregate about \$40,000, of which some \$8,000 was expended for the ground, \$25,000 for the building, and the remainder for furniture and special improvements. The donor, who is a well-known banker of San Antonio, is not only a modest but a talented gentleman of fine literary tastes and culture. At college he had a fancy for the abstruse sciences, and evinced special aptitude in the study of chemistry, physics, and civil engineering. He is particularly unostentatious in his beneficence, and to the writer's knowledge has done the university a number of favors for which he declined any acknowledgment, having them credited to the university board, but quietly meeting the demands with his individual checks. Having acquired a large fortune, and fully appreciating the benefits resulting from higher education, he seems to delight in promoting the interests of the university. In accepting the appointment of regent he wrote Governor Ireland, characteristically saying:

It is the only office in your gift, or in the gift of the people of the State, that I would accept.



JOHN SEALY.

RELATIVE COLLEGE AND UNIVERSITY STUDIES.

As to Senator Pfeuffer's scheme for "feeding schools" for the university, to which some reference has been made, the senator, in speaking to a question of privilege in the State senate, March 31, 1885, after analyzing and defending the features of his bill, made a rather remarkable address which it would not be fairly historical to omit noticing, more particularly as an episode in the affairs of the university. In part, he said:

We think we may be pardoned for holding in importance the science which teaches our youth to look to the earth and inspect its soils and discern the hidden powers of nature that, when applied, will make teeming crops and an abundant yield. We may be pardoned if we think this science equal in dignity and equally useful with the science that would consult the stars and the planets and endeavor to determine their occult influences, which, if discovered, could never be controlled. It may be discovered that spots on the sun control vegetation and the phases of the moon regulate the tides and the weather; but it is beyond the powers of man to regulate these awful influences. Metaphysical wranglers may worry their minds over innate ideas, questions of time and space, or even the calculation of the number of angels that might dance upon a needle point. The practical knowledge of one's own self, as each man may discover, and an analysis of and knowledge as it grows with us, and a knowledge of things that are natural around us, are as worthy of thought as these questions of the schoolmen. It is as important and dignified to know how to stretch and preserve the skins of cattle slaughtered with the knife, and save their meat for food, and pack it in barrels with salt, as to be able to kill the ephemeral butterfly with chloroform and preserve it with arsenic, packed away in a show case, with a Greek name in polysyllables pinned on its back doing the honors of an epitaph and biography, offered as an atonement for its poor little life, that was taken for science's sake by some murderous crazy bug hunter. There were those who thought the studies of the proper application of the pulley, the lever, the wedge, and wheel and axle to aid the powers of man's feeble muscles, and the principle of machines that assist to make work easy and redeem men, women, and children from a life of toil, were quite as important and dignified as the study of the mechanics of the solar system or as the dreams of the fanciers who imagine in their reveries that they hear the music of the spheres.

But all such satire, when aimed as argument, is an assumption that applies to any institution of mere fanciful methods or imperfect means of instruction, and may therefore be, and in fact is, if applicable to either, as pertinent to the college as to the university. The senator, who was at the time president of the college board of directors, evidently ignored the fact that quite as important instruction is imparted at the university as at the college, and that the advantages afforded by the former are in the aggregate more generally useful than those of the college. Even engineering and mechanics are so thoroughly taught theoretically in the university as to leave the college no great advantage in those specialties, while the benefits of the study of agriculture as a science are exceedingly limited, and the practical work of the farmer is so much better understood by labor in the fields that very

few, according to the records, are inclined to make a specialty of mere industrial instruction for farming purposes. As to military education in drilling as a means of physical culture, such benefits are largely met by the advantages of gymnasiums, baseball, and other athletic exercises at the university; and considering the supply of United States cadets and the infrequency of wars, the benefits of military instruction, with a view to army service, would seem to be well enough assured by State encampments and military organizations. Still, while it must be conceded that martial education is beneficial and desirable to be maintained at the college, on the other hand it has been a notable fact that while the students rather delighted in the military exercises, and were well enough satisfied also with the indoor labor of mechanical work, they did not take very willingly to such homely, however useful, instruction as tuition in hoeing and plowing, raising corn and cotton, cultivating fruits and vegetables, or the breeding of cattle, horses, hogs and sheep, and, as a matter of fact, very few of them ever graduated solely to become farmers, and of those who studied mechanics but few ever became professional artisans. This was one reason for changing the college course to embrace other studies, so as to afford wider scope for general satisfaction and attract students who would otherwise attend the university. As shown by Mr. Fay in his History of Education in Louisiana, "the trend of industrial education" in that State "was to subordinate such instruction by widening the reach of the classical studies." So it has been with the Texas college—but few of the graduates became farmers.

According to publications of the United States Bureau of Education:

At the time of the organization of the Agricultural and Mechanical College in Texas in 1876 there was but little sentiment in the Southern States against the exclusive study of the classics at the expense of the sciences and mechanic arts, and it is therefore not surprising to learn that the college opened as a classical and mathematical school for academic instruction rather than a technical school for the purpose of special training. While not neglecting the instruction in agriculture and the mechanic arts and the studies adjunct to these, the classical instruction and general culture of the institution received the most attention. In this the institution but supplied the demands of the citizens of the State, and was not contrary to the general act of the Federal Government making the grant and establishing the conditions upon which such schools shall be founded. But, totally unprepared for teaching sciences and agriculture, the multitude of students who flocked to the school did not receive what they came for, dissatisfaction arose, and the school proved so nearly a failure that it was necessary to call a meeting of the directors in November, 1879, when the school was reorganized. The Latin and Greek were consolidated and made subordinate and optional, while the courses in science and agriculture were made more prominent. It is to be noted that the attempt to maintain a system of manual labor on the farm failed here, as in the majority of cases where it has been tried. It was not till 1882 that the agricultural and mechanical departments were put into full operation. There has been a flourishing military department from the beginning. In 1888 the board of directors, in accordance with the act of Congress of 1887, established an experimental station in connection with and under the control of the college *authorities.*

The reorganization referred to was effected by the removal of the old managers and appointment by Governor Roberts of an entirely new board, who changed nearly every member of the faculty and adopted new methods of instruction and government. As acknowledged in the college catalogue issued a year or two after the organization of the agricultural and mechanical features of the college—

While the mechanical department was interesting and successful, the agricultural did not attract students, on account of too much time being consumed in unproductive manual labor, such as picking cotton and mending roads, without compensation.

To remedy this the legislature was asked for \$100,000 for improvements, so as to enlarge the scope of such instruction, and granted a sufficient part of the amount to bring it to something like its contemplated agricultural as well as mechanical standard. But notwithstanding this and subsequently repeated liberal provision by the State, as late as 1887 a committee of visitation of the twentieth legislature reported that from what they saw "the amount of money expended by the State on the agricultural feature of the college had not been so expended as to bring that branch up to the expectations of the committee and the requirements of the State."

Happily for the college, more attractive methods have been adopted and new spirit has been imparted to agricultural training in its more scientific bearings, making it a more important and desirable feature of the work of the students, besides affording some profit by sale of the produce toward meeting their living expenses. They are also allowed something for their work from what is known as the "labor fund" provided by the State. Withal there is a great charm to most boys in the study and pursuit of husbandry, even though they expect to follow professional instead of industrial occupations, and as a consequence the college is crowded every year with new students and many have to be refused admission for want of sufficient quarters. This being so, the State will be urged to make larger boarding and dormitory provisions, which at present are particularly insufficient on account of the college, as should have been the case, being located inconveniently distant from such accommodations. But apart from all this, industrial education is not likely to become as popular with white students as it is with the pupils of the colored schools, in nearly all of which, excepting the high schools, industrial training, according to reports made to the United States Bureau of Education, is a prominent feature. Mr. Merriam, in his *History of Education in Tennessee*, published by the Bureau of Education, reports that the "industrial feature is prominent in all the negro schools" in that State. In Texas, as has been already stated, such education is the prominent if not general element of instruction in the State Normal School.

STATE AID AN INCENTIVE TO BENEFACTIONS.

The history of higher education in States whose universities are mainly supported by a university tax, and more especially the remarkable progress made by California and Michigan in promoting their State universities by such means, suggest not only the advantages of a steady income derivable from such a tax as a source for keeping the State's educational advance abreast with the rapid tide of development in population, wealth, and educational improvement and enterprise, but also the wisdom of additional State provision as an incentive to private munificence. Government action excites and prompts to individual interest and liberality in such matters, for the reason that capitalists, or the great millionaires of the country who are inclined to be public spirited in the expenditure of their surplus means for educational objects, some of them even bequeathing their entire fortunes for such purposes, preferably seek to exercise their beneficence either upon institutions already well endowed and liberally fostered by the State, so as to be well assured of their perpetuity, or in kindred monumental enterprises exclusively of their own conception, so as to be under their immediate inspiration and direction while they are living, or be largely promoted in their names after their death. And this not only because such posthumous dispositions are likely to fail of the testator's purposes, or may be especially successful as in the case of the Johns Hopkins University and some others that might be particularized, but because, as in the Cornell, Vanderbilt, Stanford, and Rockefeller cases, and prospectively Mrs. Hearst's grand enterprise in behalf of the University of California, such benefactors are certainly the best interpreters and promoters of their plans and may add to their gratuities if necessary to perfect them, to say nothing of their own personal pride and satisfaction in realizing the fruits of their beneficence, instead of being like those—

"Who much receive, but nothing give,
Whom none can love, whom none can thank—
Creation's blot—creations blank."

Nor, like Franklin, Fayerweather, and McDonogh, do they leave large educational bequests to be delayed of execution, if not largely minimized by expenses of contest and liability to defeat in the courts.

AN ILLUSTRIOUS EXEMPLAR.

Mrs. Hearst, who is the widow of the late multimillionaire United States Senator of California, and mother of the proprietor of the New York Journal and San Francisco Examiner, and is so noted for her recent benefactions to the University of California, dispenses her charities in many ways worthy of so noble a woman, and one who is as retiring in her nature as she is enterprising in her good works. As

stated in a sketch of her, in a late issue of the *Puritan Magazine*, she accepts her great wealth not alone for her own benefit but as a trust to be used in deeds of charity.

One can scarcely realize [says the writer] this soft-voiced, gentle Southern woman giving herself up to the management of her vast estate—running an office in San Francisco, visiting ranches, going down into mines in Montana, inspecting and understanding all the details, and by her personal supervision and thorough method lifting it out of a state of great indebtedness; and yet, with all this, finding time to visit the Phoebe Hearst Kindergarten, of San Francisco, and for the establishment of still another, together with a free library in Anaconda, Mont. Her home in Washington, where she usually spends the winter, reveals another side of this busy woman. She has given the city three kindergartens, two for white children and one for colored. Believing that girls and women who are to be self-reliant should be thorough in whatever they undertake, Mrs. Hearst has made her ideas practical by a large donation for the erection and equipment of a girl's school.

DONATIONS AND POSTHUMOUS ENDOWMENTS.

The propriety of donations being put into operation while the donors are living rather than leave them to post-mortem execution is strongly presented in the following editorial article in the *St. Louis Globe-Democrat*:

In his last will and testament Benjamin Franklin bequeathed to the cities of Boston and Philadelphia £1,000 each, to be invested for a period of a hundred years, and then to be used in helping deserving young men to start in business. He calculated that the reinvestment of the income from these sums would swell them in a century to over \$1,000,000, thus providing a fund that would be a source of practical advantage to a large number of persons having good claims to such assistance. It was a scheme that did honor to the great philosopher and statesman, who had himself experienced the difficulty from which he thus sought to save others. But it has not turned out as he expected. At the end of the appointed time the fund amounts to only one-half as much as he anticipated, and now his descendants claim the money on the ground that the terms of the will have not been strictly complied with and the gifts are therefore void. The matter has already been presented to the proper courts, and a long course of litigation will follow. Several intricate and important questions are involved in the case. The will is written in plain terms, but the intervening century has affected its provisions to a considerable extent, and its validity becomes a question to be determined under conditions and according to tests of which Franklin took no account. Very likely the final result will be the defeat of the testator's object, and the money will go to those for whom it was never intended.

This only adds another to the long list of such miscarriages of benevolence. It is the rule rather than the exception that bequests made for philanthropic purposes, to take effect at some future time, are contested and declared void on some technical plea. The most skillful lawyer, it seems, can not frame a will so well that the courts shall be bound to respect and enforce it. Even Samuel J. Tilden was unable to do so in the case of his own property, and there are other instances in plenty to prove that there is always a vulnerable point in such documents. The lesson that these contests teach is one that men of wealth who have philanthropic impulses should carefully study. It is to the effect that gifts should be made while the giver is alive to see that they are properly applied. There is no reason why a man should withhold his benefactions until after his death. The intended good can just as well be done at an earlier date, thereby avoiding all danger of dispute or failure.

The following editorial from the San Antonio Express forcibly presents the same subject:

If the annulment of the will of Mr. Tilden, creating a trust fund and trustee administration for a great public library, is sustained by the court of appeals of New York, the public will be deprived of the benefits of a noble charity. The case teaches a lesson to those who lay up treasures on earth under the impression that they are "laying up treasures in heaven" by founding a charity with funds which they can not take away with them. It would have been easy for Mr. Tilden, with his large fortune, to have founded such a library during his lifetime and to have put it into successful operation under proper management. Then he could have made bequests and the corporation have taken from others donations and bequests. Such an act would have been the fitting consummation of a life full of years and honor.

One of the longest and most costly litigations reported is that of Mr. John McDonogh, of New Orleans. He was reported to be a man of enormous wealth. He was abstemious, even penurious. He gave away nothing and formed no friendships. After his death it was ascertained by his will that during all of his years of self-denial and isolation from his fellow-men it had been the one purpose of his life to accumulate large wealth with which to establish schools for the education of children in Baltimore and New Orleans after his death. Much of the estate was frittered away in almost interminable law suits, under bad management. What was recovered by the public schools has dwindled away to a sum insignificant as compared with the original value of the bequest.

It would have been better for them and for posterity if Tilden and McDonogh could have had before them the examples of Mr. Vanderbilt, who endowed the Vanderbilt University at Nashville, and Mr. Tulane, who endowed the Tulane University at New Orleans. During their lives, while they were able to organize and direct, they laid the foundations of two permanent charities which will be lasting monuments to their philanthropy, and which they saw arise upon a sure basis with the approbation of men. Such monuments are more grandly commemorative than tombstones or epitaphs, or than the posthumous donations which represent the wealth that the owners gave only when they could not carry it away and left to all the chances of litigation.

CONTESTED TEXAS CASE.

As a Texas case in point, the Rice will contest may be cited. Mrs. Elizabeth Rice having bequeathed some \$1,500,000 to relatives and friends and various institutions, including \$250,000 for a home for indigent gentlewomen in the North, her husband, William M. Rice, estimated to be worth fully \$3,000,000, including over 1,000,000 acres of Texas lands and thousands of lots in Texas cities and towns, contested his wife's will on the grounds that the property involved was his sole estate, alleging that she was without means except a few tracts of unimproved and unproductive lands of but little value, and that during his residence in New York he ceased to be a resident of Texas, but accumulated a large amount of property in the latter State, while his wife did not accumulate anything more than the land she had at her marriage. Thus not only is Mrs. Rice's bequest for the women's home brought into question, but it is possible that the William M. Rice Institute of Art, Literature, and Science, which Mr. Rice had

already founded at Houston, Tex., may be somehow incidentally involved in the litigation and fail of endowment should that particular property happen to be part of the estate of Mrs. Rice and her will be sustained. The contestant claims that, being a citizen of New York, the marital rights of himself and wife should be governed by the laws of the State in which they resided at the time the property was acquired, and not by the laws of Texas. It is not often that so much is involved in equity between man and wife, and the suit consequently promises to be one of the most remarkable on record in the history of the two States.

THE LESSONS OF VANDERBILT, TULANE, AND COOPER.

Commodore Vanderbilt's \$1,000,000 endowment of the university at Nashville which bears his name and commemorates his memory more enduringly than marble, is an apt illustration of the wisdom of donations inter vivos in enabling the donors to direct, and, if necessary, to perfect by adding, as he did, to plans which otherwise might not be consummated.

The facts connected with Commodore Vanderbilt's action in the matter as presented in the university records are particularly suggestive. Attempts of the several conferences of the Southern Methodist Church to endow a university under the auspices of that denomination having failed, largely doubtless on account of the war, and the commodore having married a Southern lady, a cousin of the wife of Bishop McTyeire, became interested in the scheme of the church as divulged to him by the bishop, and of his own motion made the proposition for endowing the university to which the institution really owes its endowment. At first, on the 27th of March, 1873, the commodore made a donation of \$500,000, to which he subsequently added several large sums, making \$1,000,000, to carry out his purposes, as he said, and complete his plans. The church convention had previously met in 1872 at Memphis and decided to procure a charter of incorporation for an institution under the title of the "Central University of the Methodist Episcopal Church, South," to be "an institution of learning of the highest order and upon the surest basis, where the youth of the church and the country may prosecute theological studies to an extent as great and in a manner as thorough as their wants demand." The judgment of the convention was expressed by resolution, declaring that \$1,000,000 was necessary to perfect their plans and realize fully their aims; and so important was it in their estimation to avoid an abortive effort that they refused to authorize steps toward the selection of a site and the opening of any department of the university until the public showed itself to be in sympathy with the movement by a valid subscription of \$500,000. It was at the crisis of threatened

disappointment in their efforts that Commodore Vanderbilt, in his sympathy for the people in their failing enterprise, stepped forward, and by his princely gift gave form and substance to the plan, and the board of trust, as an expression of gratitude, decided to change the name of the projected institution to "Vanderbilt University."

In the memorial exercises at the university Bishop McTycire alluded to the character of the great millionaire as follows:

Some of his charities were too large to be hid; the magnitude of the gift, not the vanity of the giver, disclosed them. He gave us half a million with more delicacy and quietness than often accompanies the falling of a dollar in the collection box. Of course, he was pleased at the grateful appreciation of his deed, but if any noise was made over it he did not make it. Nor by any condition on his part, or the the remotest suggestion from him, was his name conferred upon the university he founded. The manner of his giving, when completing our endowment, may be taken as a specimen. In June last I visited New York for a few days on some business connected with the university and to pay my respects to him in his affliction and to his family. On my taking leave to come home he remarked that it would likely be our last interview in this world. He had hoped, he said, to visit us here at the university, but that must be given up now. He sent his regards to the trustees and faculty and the students, wished that the institution might prosper and do good, and, still holding my hand, paused and asked, "Could you not put off leaving for one day?" I replied that no urgent matter required me to keep my appointment in leaving just then if his wish were otherwise. "My purpose," he said, "has been to add \$300,000, making out the million. I have perfect confidence in my son. I know he will carry out my wishes, but there is no telling what may happen from outside to delay and hinder; so you had better take it along with you. If you will defer your trip till to-morrow, we can have the papers fixed." That was the only time the subject of money was mentioned during a visit of days.

His son William H. bequeathed \$200,000 to the university and had given it besides about \$300,000; and the grandsons, Cornelius, William K., and Frederick Vanderbilt, have all made sundry donations, aggregating several hundred thousand dollars in value.

In a recent address to the students of the university Hon. C. M. Depew very interestingly and, as a lesson in patriotism as well as liberality, instructively described the manner and occasion and remarkable results of Commodore Vanderbilt's important gift of one of his splendid ships to the General Government. Though not directly relative to the general subject of the chapter, no excuse is needed for appending the speaker's statement of so critical an incident in the history of the country. Indeed, the recital is not inappropriate here, in connection with what has already been said of the commodore's characteristic acts, and as an exhibition of the value of well-directed energies and liberality for any great purpose—whether in direct aid of the Government or to such objects of government and aids to good citizenship as State universities. Mr. Depew said:

The *Merrimac* and the *Monitor* revolutionized naval architecture. When this first ironclad, sailing into Hampton Roads, crushed and sunk the Federal frigates, one *after another*, there was a panic in New York. A company of merchants, bankers,

and capitalists from New York appeared the next morning at the White House and were at once given audience by the President. "Within a week," said their spokesman, "the Confederate ram will be in our harbor and burn or levy tribute upon our city. We have taken the bonds of the Government and done everything in our power to aid in its defense. We represent in the men here present \$300,000,000, and demand, as we think we have the right to, the fullest protection against this peril." Mr. Lincoln hesitated a moment, and then said, with a shug of his awkward shoulders, "We have no funds in the Treasury, not much credit, and no war ship that I know of now which can stand against the *Merrimac*, but if I had as much money as you possess and was as 'skeered' as you seem to be, I would go back home and find means of taking care of my property." There was one rich man, whose fortune was peculiarly in danger, who did not go to Washington nor appeal for help. He owned the largest and fastest ship on the ocean. He braced her bows with great timbers and then gave her to the Government on condition that she should be hurled at full speed against the *Merrimac*. It was a novel application of the ram in naval battle in modern warfare, and the result would have been the destruction of both vessels. The arrival of the *Monitor* and her signal victory prevented this drastic experiment. The commodore confirmed his gift of the *Vanderbilt* to the nation, which greatly needed her, and a grateful Congress voted him the thanks of the country and a commemorative medal for his patriotism.

In the case of the Tulane and Vanderbilt endowments, of which the writer is more especially advised, their history is particularly instructive and interesting on account of peculiar similarity in their conception and the business-like terms in which they are expressed. The donors were both Northern men with special reasons for gentle consideration of the Southern people—the Commodore, the leading financier of the great Northern metropolis, being at the head of the railroad system of America and the largest shipowner in the world, having visited with his ships the Southern ports and married a prominent Southern lady, and Mr. Tulane having for many years conducted a very extensive and successful mercantile business in New Orleans, where he acquired a large share of his great wealth. Their grand douceurs came through distinguished channels—Bishop H. N. McTyeire, of the Southern Methodist Church, and Gen. Randall L. Gibson, United States Senator from Louisiana. Both gave largely at first—Vanderbilt \$500,000, and Tulane property in New Orleans valued at \$363,000—and both added freely to their grants as additional needs required, till they aggregated each \$1,000,000. Both of them lived to direct their plans and realize the fruition of their purposes. Vanderbilt, according to statements of Bishop McTyeire, contemplated and consulted with him as to a like benefit for female education in an institution to be located on Staten Island, New York; and Tulane, as President Johnston, of Tulane University, states, was "quite willing that whenever his fund could be made available without detriment to its main purposes, women might share in its benefits." He stated to Colonel Johnston that from the close of the war, in 1865, to the time of endowing Tulane University, in 1882, his gifts for the education of young men and women averaged \$15,000 per annum. Vanderbilt's

conditions stipulated that Bishop McTyeire should be president of the board of trustees of the Vanderbilt, and Tulane suggested that General Gibson be chairman or president of the Tulane University. And how modest and sympathetic alike they were regarding the subjects of their benefactions. Referring to his gift Commodore Vanderbilt, in a letter to Bishop McTyeire, concludes:

And if it shall through its influence contribute, even in the smallest degree, to strengthening the ties which should exist between all geographical sections of our common country, I shall feel that it has accomplished one of the objects that led me to take an interest in it.

The account of the Tulane endowment, as given by General Gibson, is thus stated in Mr. Fay's History of Education in Louisiana:

On March 3, 1881, Mr. George O. Vanderbilt, private secretary to Mr. Tulane, accompanied by Senator Theodore Randolph, of New Jersey, who was formerly a resident of Vicksburg, Miss., called upon me in the House of Representatives. Mr. Vanderbilt said that he had come to Washington on behalf of Mr. Tulane to bear an invitation to me to visit him at Princeton. He did not know for what purpose Mr. Tulane desired to hold the interview, but imagined that it had something to do with education in Louisiana. It was not until April 18 that engagements in Washington and Louisiana permitted me to visit Princeton. Upon presenting myself, Mr. Tulane observed that my father had been his esteemed friend in early times in Louisiana, and that my father-in-law, Mr. R. W. Montgomery, had been the best friend he had ever had. He invited me into the library and told me he desired to do something for the education of the youth of Louisiana. Taking from his drawer a list of properties in New Orleans, he said: "I desire to leave this property to you to be devoted to education in Louisiana." I replied that I could not consent to accept a bequest, as the relations between us did not justify such a trust, and it might be embarrassing, especially as I was in public life. Mr. Tulane observed that he would as willingly give me the property as to will it for this purpose. Thereupon I said that I would accept the trust. The next day I sailed for Europe, and while at Carlsbad, Germany, projected a plan by which the donation was to be put into effect. This plan was submitted to Mr. Tulane and met his approval. Accompanying this plan was a letter, which, with some additions, was accepted by Mr. Tulane. It was not until November 30, 1881, that the plan and paper were sent to Dr. T. G. Richardson, with the request that he would call into consultation Judge Charles E. Fenner, Judge E. D. White, and Mr. James McConnell, who had been designated as administrators by Mr. Tulane, and put the whole matter into shape according to the laws of Louisiana.

The letter of Mr. Paul Tulane donating his property in New Orleans to education expresses his views and purposes and makes suggestions as to the management of the property. The letter is dated at Princeton, N. J., May 2, 1882, and is addressed to Messrs. Randall L. Gibson, Charles E. Fenner, James McConnell, T. G. Richardson, M. D., Edward D. White, E. H. Farrar, P. N. Strong, B. M. Palmer, D. D., Hugh Miller Thompson, D. D., Charles A. Whitney, Samuel H. Kennedy, Walter R. Stauffer, Cartwright Eustis, Henry Ginder, John T. Hardie, R. M. Walmsley, and William O. Rogers. It begins thus:

A resident of New Orleans for many years of my active life, having formed many *friendships and associations* dear to me, and deeply sympathizing with its people in

whatever misfortunes or disasters may have befallen them, as well as being sincerely desirous of contributing to their moral and intellectual welfare, I do hereby express to you my intention to donate to you, by an act of donation *inter vivos*, all the real estate I own and am possessed of in the said city of New Orleans, State of Louisiana, for the promotion and encouragement of intellectual, moral, and industrial education among the white young persons in the city of New Orleans, State of Louisiana, and for the advancement of learning and letters, the arts and sciences therein, my intention being that the benefits shall be applied and expended in the city of New Orleans.

And fervently concludes as follows:

With devout gratitude to our Heavenly Father for enabling us to form these plans, and invoking His divine blessing upon you and your counsels and upon the good work proposed among the present and future generations of our beloved Crescent City, I remain, with great respect, your friend and humble servant.

Mr. Tulane, it seems, was never married, and although he possessed a large estate in the North besides his New Orleans property, he is said to have estimated his losses during the war at over \$1,000,000. Truly in the face of such losses his great benefactions are a noble sacrificial offering of his sympathy for the Southern people. The accumulations of such men, effected generally at great personal sacrifices, are never miserly or selfish, and instead of their fortunes being founded on injustice the world is better off for them, as without their sacrifices to acquire them we would not have the benefit of their noble purposes and accomplishment of their great humanitarian efforts. Those who seek to study the lives of such benefactors and the history of their benefactions will find a beautifully written sketch of Mr. Tulane and the university he so graciously endowed in Mr. Fay's *History of Education in Louisiana*, in an article contributed to it by Col. William Preston Johnston, president of the university, who writes, as but few men can, so graphically and philosophically.

Another great philanthropist who founded his charities while living so as to realize and enjoy their fruits during his lifetime, and whose example forcibly illustrates the wisdom of such benefactions, is Peter Cooper, who founded the Cooper Institute in New York by donations to the amount of about \$1,750,000.

Few men [says a sketch of him in a popular magazine] have ever become more universally respected and widely beloved in their own lifetime than the venerable philanthropist, Peter Cooper. Born in comparative poverty, deprived in his youth of all the advantages of education and spending his life in the midst of a community in which the accumulation of wealth is regarded as the noblest aim in life, he became famous merely by his benefactions, and was one of the few to set the example of that kind of munificence for which the rich of America have since become famous.

In this connection it appears that heretofore great gifts to universities, particularly State universities, have been generally confined to Northern institutions—the University of Virginia; the Tulane, of Louisiana; the Vanderbilt, of Tennessee, and the Johns Hopkins, of Maryland, being the main Southern recipients of any considerable

favors of that character, the case of the Virginia University being doubtless due to the well-established prestige of that old and popular institution. And it is remarkable with what prescience and circumspection of detail great millionaires, and even moderate givers, comprehend alike every condition and plan the success of public enterprises the same as in their private business. The purposes of Regent Brackenridge and other donors to the University of Texas have been as circumspect as they are beneficent. The Brackenridge gifts were especially wise and delicately planned to meet new necessities; those of the Sealys coupled the university with the charity of hospital work; Swenson's were aimed for ethnological illustration and instruction; and the Palm library, some 20,000 volumes, the careful accumulation of a long life, came as a voluntary contribution which had been sought elsewhere, but which the donor preferred should repose for its better preservation in the halls of the university.

TEXAS UNIVERSITY AS AN OBJECT FOR BENEFACTIONS.

It is to be hoped now that hostilities between the North and the South have so long subsided that the generous tide of Northern wealth will be more freely turned toward the South. Such an institution as the University of Texas affords a worthy object for the liberality of some great philanthropist to attach his or her name to the grand roll of "educational benefactors" such as, it is gratifying to cite, are Cooper, Girard, Case, Rich, Lick, Peabody, Green, Pratt, Fayerweather, Mills, Morgan, Low, Loomis, Packer, Cornell, Hopkins, Vanderbilt, Stanford, Tulane, Seney, Armour, Brown, O'Brien, Rice, Purdue, Carnegie, Drew, Drexell, Rose, De Pauw, Clark, Childs, Vassar, Rockefeller, Yerkes, White, Colgate, Sage, Astor, Lennox, Tilden, Corcoran, McDonogh, Creer, an unknown donor of \$600,000 for the Princeton library; and on the roll of benefactresses, Miss Caldwell, Miss Thompson, Miss Garrett, Miss Gould, Mrs. Bradley, Mrs. Fogg, Baroness De Hirsch, and lately, most original and perhaps most munificent in design in the distinguished record, Mrs. Phœbe Hearst, of California.

It was doubtless to excite liberality in the Texas legislature, besides prompting to individual action like his own in others, as well as to enjoy the noble pleasure of giving, that induced Regent Brackenridge to make his donations to the University of Texas of the mess hall at Austin and the fine dormitory for the college at Galveston. Like consideration probably largely influenced the gifts of the Sealy hospital, the Swenson collections, and the Palm library. As further evidence of the influence of State liberality in such matters, Regent Brackenridge, who is one of the wealthiest men in the State, and most punctilious in his promises, intimated that if the legislature



GEORGE W. BRACKENRIDGE.

would allow some \$6,000, for which the regents petitioned, for certain electrical appliances for utilizing water and electric power from the great dam of the Colorado, at Austin, he would supplement the appropriation with an equal amount for the same purpose. The legislature was considerate enough to make the appropriation without even being advised of Regent Brackenridges's intention, but Governor Culberson found occasion to veto it among other items in the general appropriations which he struck out on the plea of economy as being unnecessary. Regent Brackenridge, by the way, had made various minor gifts to the university amounting to several thousand dollars in value. After his gift of the mess hall, which he at first gave with the modest understanding that he should not be made known as the donor, but subsequently allowed to be acknowledged as his gift for an example to influence donations from others, he stated that he intended to do still more for the university, which intention he has carried out by the minor gifts referred to and the donation of the \$30,000 building for the college dormitory at Galveston.

EXAMPLES OF ADVANTAGES OF THE TAX SYSTEM.

In view of the action of other States it would seem that Texas, at first so munificent in her educational land grants, but since so Indian-like in her favors, and so long indisposed to carry out the grandly planned objects of the founders of the Texas University, should, if her legislators would only study the conditions of higher education generally, be prompted to make some provision to more actively endow and raise the Texas institution to the highest plane of development, in line with other actively endowed and progressive first-class universities, or at least to a level with any of those of the newer States. As evidence of the retarded growth of the Texas University under the existing conditions, take Iowa for comparison. That State was admitted into the Union in 1846, or about the time Texas was admitted. Under the impetus of the Federal land grant of 1862 for endowing agricultural colleges in the several States, Iowa, like Texas, had such a college in operation before her university was organized. The grant was accepted while that State was unable or unwilling to do more than it had done in 1858, when it appropriated \$10,000, barely enough to purchase farm lands for the college purposes; which appropriation, according to Professor Parker's History of Education in Iowa, published by the U. S. Bureau of Education, was secured through the persistent efforts of three or four young men who had worked their way through long years of weary toil into the legislature and were determined to found a college where all students, as an honorable condition, should be required to labor as part of the course of instruction. The first attempt to organize the university was made in 1854, when

two gentlemen, successively chosen for president, declined to serve, probably, as was suggested, on account of the uncanny outlook and frail chances of success of the institution. Instead, as in Texas, having separate branches of the university in view, it was stringently provided that "the State University shall be established at one place without branches in any other location, and that the university funds shall be applied to that institution and no other." The Iowa University had 46,080 acres of land granted by the National Government in 1840 for its prospective university as against 50 leagues (221,400 acres) which Texas, as a Republic, granted in 1839, and as a State appropriated in 1858 to the University of Texas. And yet Iowa rapidly forged ahead of Texas by providing a more available endowment and support of its university. The first active step on the part of the State of Texas toward inaugurating her State University was in 1856, which date, despite advantages in favor of Texas, was two years later than the first attempt of Iowa to organize her university. This step by Texas was by an act of 1856, authorizing the sale of the university lands, and another of same date requiring the governor to have the unlocated balance of them surveyed. Then followed the act of February 11, 1858, "An act to establish the University of Texas," appropriating for the purpose \$100,000 of United States bonds then in the State treasury, besides 50 leagues of land and every tenth section of the lands set apart for railroads. The first million acres of land donated by the State in addition to the 50 leagues set apart to the university was provided for in the constitution of 1876, long before the university was established, but the second million acres was not appropriated till 1883, some time after the institution was in operation.

The population of Iowa in 1880, according to the census, was 1,624,615, and 1,911,896 in 1890; that of Texas in 1880 was 1,591,749, and 2,235,523 in 1890. Yet, with nearly parallel conditions as to population and, as shown, larger endowment of the Texas institution, Iowa's university endowment, with additional State aid, proved sufficiently active and productive to get her university organized with a faculty and students as early as 1854, while that of Texas was not similarly operative till 1884—some thirty years later. For the year's session of 1894-95 the Iowa University had in its collegiate department 291 male and 139 female students; in graduate department, 39 male and 20 females, and in professional department, 657 male and 35 female students, aggregating 939 males and 194 females, or a grand total of 1,133 students. The same year the Texas University had in its collegiate department 208 males and 116 females; in graduate department, 13 males and no females; in professional department, 299 males and 2 females, aggregating 512 male and 118 female students, a total of 630 students. The fact that the Iowa University, with its earlier organization, is shown to be so much more advanced in its operations gen-

erally than the Texas University only strengthens the argument as to the importance of early and liberal State action, such as would doubtless have promoted the organization of the Texas University as soon as or possibly sooner, instead of thirty years later, than that of Iowa; and considering the contrasted population and resources of the two States, the Texas University should certainly have had as many, if not more, students in 1894-95. Nor does it signify, except to intensify the argument, that the Iowa institution has more professional departments, as they are only such as should long ago have been established in the Texas University, or that in 1895 it should have 1,309 students, against 736 in the Texas University; and this fairly enough, too, without reference to the students of the Texas Agricultural and Mechanical College, since, as has been shown, that college is allowed to sustain such abnormal relations as to make it in effect a separate institution and in no sense a factor of the integral affairs of the university except as a branch for revenue purposes—the only substantial relation, perhaps, it was ever intended to maintain toward it, or is likely to maintain. A disposition to such segregation of interests to secure similar independent relations for the medical college is believed to have been contemplated in some quarters, though no attempt in that way materialized.

For further argument, as the comparisons touching early and active university endowments are instructive, and in order that a few cases may not be regarded as mere exceptions, other illustrations are presented. Take Kansas, for example, which in 1880 had a population of some 400,000 less and in 1890 over 800,000 less than that of Texas. That State came into the Union about fifteen years after Texas was admitted, but went far ahead of her in opening its university in 1866, some seventeen years before the Texas University was operated. The Kansas institution was modeled mainly on the plan of the University of Michigan and, like the Texas University, was open to both sexes.

Minnesota in 1880 had in round numbers some 800,000 and in 1890 over 900,000 less population than Texas. It was admitted to statehood twelve years after Texas was admitted, but opened its university to students in 1867, sixteen years before the Texas University was opened. For the session of 1895-96 the Minnesota institution had 1,836 male and 631 female students, being a total of 2,467, against 736 in the Texas University. The value of the plant of the Minnesota institution, as stated in a recent sketch of it by Professor Sweet in Frank Leslie's Magazine, is \$1,800,000. That of the Texas University, including the branches at Bryan and Galveston, will not exceed \$800,000. And yet, with like liberality on the part of Texas, her university plant and resources, exclusive of land, should have been even more valuable than that of Minnesota, and with a corresponding university tax her annual income should be much larger and her attend-

simply increases with growth in population to demand and wealth of the State to justify enlarged university expenditures to keep pace with educational progress generally, and for that reason, while keeping abreast with general competition, is neither burdensome nor objectionable. In some States the tax has been largely increased, and in some even doubled, without any manifest disapprobation; and while the product of but minims from the mass of the people as an aggregation, it is a great source of university revenue resulting from a per capita assessment seemingly too insignificant to ruffle the composure of the most recalcitrant taxpayer, one-tenth of a mill on the dollar, for instance, being but 1 cent out of the \$100. In a number of States, unless changed by recent legislation, the university tax is as follows: In California, where it was formerly one-tenth of a mill, it has been raised to one-fifth of a mill on the dollar, or 2 cents on the \$100 valuation. The tax in Colorado is three-fifths of a mill, divided one-fifth for the university, one-fifth for school of mines, and one-fifth for agricultural college. In Michigan, as stated, it was raised from one-twentieth to one-sixth of a mill. In Nebraska it is three-eighths; in Ohio, one-tenth; in Oregon, one-tenth; in Indiana, one-fourth, and in Wisconsin, unless recently changed, one-eighth of a mill, while singularly enough not a Southern State has been sufficiently progressive, not to say so well advised, as to make such provision for university education. Kentucky has a tax of one-twentieth of a mill on the dollar for her Agricultural and Mechanical College, but nothing for her university.

California was not admitted as a State till four years after Texas was, and, despite her great mineral wealth, is only about equal with Texas in property values, while in 1880 her population was more than 700,000 less and in 1890 over 1,000,000 less than that of Texas. She was, besides, like Texas, isolated, far away from the denser populated, student-furnishing States, yet, unlike Texas, with the advantages of a university tax, she got her university into operation in 1869—fourteen years before the Texas University was opened, and now has about 2,500 students against about 1,000 likely to be enrolled this session in the Texas University. Even sparsely settled Colorado, which was not admitted into the Union till thirty years after the admission of Texas, but operating under the advantages of the tax system, opened her university six years before the University of Texas was opened.

Wisconsin, with nearly 300,000 less population than Texas in 1880 and over 500,000 less than Texas had in 1890, was not admitted into the Union for a year after Texas was admitted; yet with the advantages of the tax system she opened her university in 1849, only two years after she became a State, but thirty-four years before the University of Texas was put into operation, and for the session of 1895-96 had 1,150 male and 448 female students—a total of 1,598 against 736 in the Texas University. Think of Texas delaying her university

organization a third of a century longer than Wisconsin did. Yet, thus laggard has this great empire State of the South been in promoting university education. Are not the figures presented, even without regard to the comparative resources of the several institutions in teachers, buildings, and general equipment, enough to forcibly impress Texas legislators and stir them to more liberal and promptly effective action toward their State University? Certainly they show that every State should promptly and efficiently organize and liberally maintain such institutions.

MRS. HEARST'S GRAND UNIVERSITY ENTERPRISE.

In the light of the facts presented, it would seem that Texas statesmen should feel impelled, not only by a spirit of pride, but as a matter of policy, to more liberally and actively foster the university as an incentive to private benefaction. Let them reflect how Mrs. Phebe Hearst, for example, has been prompted by State liberality to the University of California to devote several million dollars of her princely fortune to endowing one of the greatest educational enterprises on record in behalf of that university. Her action in this direction, as the mainspring of the movement, is so grand as a matter of public interest, and her designs and efforts, prospectively so marvelous, are yet backed by such powerful resources as render them possible of execution and justify reproduction of her magnificent plans. As an illustration of the possibilities and growing tendencies of private munificence they may not be without effect in exciting the liberality of other philanthropists, and possibly in behalf of the University of Texas, for which reason, as well as for general inspiring effect in the interest of higher education, they are here reproduced.

Following is a copy of the printed prospectus of the "Phebe Hearst architectural plan of the University of California:"

The University of California has undertaken an enterprise which it is hoped to make one of the most notable in the history of architecture, and in this hope it asks, through the wise and loving kindness of Mrs. Phebe A. Hearst, the cooperation of the architects and artists of every land and clime in the preparation of a plan for an ideal home for education. The purpose is to secure a plan to which all the buildings that may be needed by the university in its future growth shall conform. All the buildings that have been constructed up to the present time are to be ignored, and the grounds are to be treated as a blank space, to be filled with a single beautiful and harmonious picture, as a painter fills in his canvas.

The University of California was founded under an act of the Congress of the United States passed in 1862. It received a large land grant and subsidies and still receives, in addition, a yearly income from the United States. The charter of the university was granted to it by the State of California in 1868, and a part of its income is derived from a tax of 2 cents on each \$100 of the taxable wealth of the State, which income is of course constantly increasing in amount. It will thus be seen that the university has both a national and State character. Its present resources are valued at about \$9,000,000, and in addition to the revenue derived from part of such

resources it has a yearly income of about \$40,000 from the United States and of about \$250,000 from the State tax. The university has trebled its number of students in six years. It had 777 in 1891; it has 2,300 now, and it will probably have 5,000 after ten years, which is the number of students for whom the architectural plan should be calculated.

The site of the University of California, at Berkeley, comprises 245 acres of land, rising at first in a gentle and then in a bolder slope from a height of about 200 feet above the sea level to one of over 900 feet. It thus covers a range of more than 700 feet in altitude, while back of it the chain of hills continue to rise 1,000 feet higher. It has a superb outlook over the bay and city of San Francisco, over the neighboring plains and mountains, and the ocean. It is the desire of those who have charge of this enterprise to treat the grounds and buildings together, landscape gardening and architecture forming one composition, which will never need to be structurally changed in all the future history of the university. It is thought that the advantages of the site, whose bold slope will enable the entire mass of buildings to be taken in at a single *coup d'oeil*, will permit the production of an effort unique in the world, and that the architect that can seize the opportunity it offers will immortalize himself.

It is seldom in any age that an artist has had a chance to express his thought so freely, on so large a scale, and with such entire exemption from the influence of discordant surroundings. Here there will be at least twenty-eight buildings, all mutually related, at the same time entirely cut off from anything that could mar the effect of the picture. In fact, it is a city that is to be created—a city of learning—in which there is to be no sordid or inharmonious feature. There are to be no definite limitations of cost, materials, or style. All is to be left to the unfettered discretion of the designer. He is asked to record his conception of an ideal home for a university, assuming time and resources to be unlimited. He is to plan for centuries to come. There will doubtless be developments of science in the future that will impose new duties on the university and require alterations in the detailed arrangements of its buildings, but it is believed to be possible to secure a plan so in harmony with the universal principles of architectural art that there will be no more necessity of remodeling its broad outlines a thousand years hence than there would be of remodeling the Parthenon had it come down to us complete and uninjured.

In the great works of antiquity the designer came first, and it was the business of the financier to find the money to carry out his plans. In the new building scheme of the University of California it is the intention to restore the artist and the art idea to their old preeminence. The architect will simply design; others must provide the cash. Mrs. Phebe A. Hearst, widow of the late United States Senator George Hearst, and a lady well known for her philanthropy and public spirit and her interest in and taste for all things artistic, has provided ample funds for securing the architectural plan. For this purpose she has appointed a board of trustees, consisting of the governor of the State, James H. Budd, representing the State; one of the regents of the university, J. B. Reinstein, representing the board of regents, and one of the professors of the university, William Carey Jones, representing the university. While the method of obtaining the architectural plan has not been decided on in detail, it is thought that it will be done by an international *concours*, open to all the architects of the world, with an international jury of five members, who will have full charge of the concours and of the award of all the prizes. This concours, while partaking in some degree of the nature of the usual competition, will possess all the main features of an actual co-operation of the best architectural and artistic talent available for the purpose. As will be seen from the programme, it has been prepared with that idea as a controlling one. There will be two competitions, and ample prizes will be provided. Maps, casts, and photographs of the ground will be placed at various accessible points in Europe and America for the convenience of

architects desiring to enter the concours; and the programme thereof prepared by Professor Guadet, of the School of Fine Arts of France, is now under consideration by the trustees, and it is hoped to distribute the same within the next sixty days. Copies of this programme, when issued, may be obtained by architects from the various architectural societies in America and Europe or upon application to the board of trustees at their office, 217 Sansome street, San Francisco, Cal.

The University of California is destined in no long time to be one of the great seats of learning of the world, and the architect who plans for it a home worthy of its future, and of what a famous authority has called "the most beautiful site on earth for the purposes of a university," will make his name imperishable.

Dated San Francisco, Cal., August 31, 1897, and signed by the trustees named.

The programme for so elaborate an enterprise, embracing some forty pages of printed matter for information of architects, seems commensurate in detail with the grand design, and is naturally interesting in connection with such a scheme. It has Mrs. Hearst's guaranty for the performance of all of its conditions and covenants. It recites that she has deposited securities of the value of \$50,000 for securing plans. The jury of award will retain at least 10, possibly more, of the plans. The authors will receive a premium of \$1,500 each if only 10 plans are retained, not less than \$1,200 each if not exceeding 15 plans are retained, and not less than \$1,000 each if more than 15 plans are retained. Competitors successful in the preliminary competition wishing to study the site of the proposed buildings on the ground will receive first-class transportation and expenses for the journey from their places of residence to San Francisco and return. A total sum of \$20,000 will be devoted to premiums for the best plans. At least \$8,000 of this sum will be awarded to the plan classed as No. 1. At least 5 of the plans will be awarded a premium. Each department of instruction will have, as nearly as may be, its own buildings. The plan is to include provision for the residence of the students. Important divisions for the common use and service are to be provided. Provision for free access and easy communication, both open and covered, within the university limits, is an essential part of the programme.

Who, it may be asked in connection with such enterprises, will be ambitious enough, in like or less degree, to cast his or her shadow far down the ages for the University of Texas as Mrs. Hearst proposes doing for the University of California? To one of her means the project is no Aladdin dream, and at the same time is a brilliant example of the public benefits which may result from individual accumulations of vast fortunes when devoted to such benefactions.

INACTION AS TO A UNIVERSITY TAX.

The constitution of 1876, which is the present organic law of the State, provides that "taxes may be levied and burdens imposed upon

the people for the support of public schools, in which shall be included colleges and universities supported by the State, and the Agricultural and Mechanical College"—the college being particularized, as already stated, as an earnest of the cooperation of the State in the purposes of the Federal endowment of the institution. Although the clause clearly provides for special taxation for university education, and the system has worked so advantageously to State universities without objection from any source in other States, it is strange that the proposition of a university tax has never been presented for consideration by the Texas legislature. The university regents have occasionally discussed it, but seem to be waiting for an opportune occasion for submitting such a proposition to the legislature, instead of pressing the matter at every session, as might just as well be done, since, for all that can certainly be assumed as to probable legislation, one session may be as opportune as another for the presentation of such measures, while in the meantime it is wrong to let the university suffer for relief which possibly might already have been granted had the tax been strongly and persistently urged upon the legislature. In fact, experience in other States shows that strong, persistent effort is necessary to secure favorable legislation in such important matters, and that it is not wise to wait for special opportunities, which may be at any time adversely turned by inopportune circumstances, such as happened during the twenty-fifth legislature, which, in consequence of certain indiscreet publications, was less favorably disposed toward the university than at the first of the session. Such a measure as a university tax needs to be constantly presented and discussed in order to eventually persuade the legislature, by favorable preponderance in the discussion, to consider it, not only in the university's interest, but as really an economic measure for the State's direction of university affairs, since the tax would be but a more harmonious method of providing for the university than by irregular biennial appropriations, and would be so much more satisfactory for its management in affording a regular fund upon which its annual budgets of expenditures could be certainly predicated without being subjected to the delay and uncertainty of legislative appropriations. It was only after repeated presentation, at session after session, that the legislature conceded the control of the university lands to the regents, and action as to a university tax is not likely to be taken by the legislature without being openly discussed by the press and the public and repeatedly urged upon the lawmakers.

SUGGESTIONS FOR MORE ACTIVE ENDOWMENT.

With proper management of the resources and greater public concern in promoting its interests, particularly by the legislature and State officials, the University of Texas should long ago, even before the civil war, have enjoyed the advantages of a magnificent income.

As it is, various means have been suggested for making its endowment more active and immediately productive, the several means suggested being additional land grants, further issuance of bonds, granting State certificates, securing more liberal appropriations, establishing a university tax, and incidentally attracting private benefactions, some of which have been sufficiently noticed.

THE TAX PLAN CONSIDERED.

The provision which can most readily, and most satisfactorily to the public interests, be made for it as a State institution, mainly dependent upon State aid, like the free schools, which are already provided with a free-school tax, would be, as already suggested, by a university tax, such as so many States have successfully and satisfactorily adopted, and in the light of which it seems strange that Texas has so long neglected to profit by their examples. As Dr. Waggener, late president of the University of Texas, argued:

The advantages of this method of supporting a State university are obvious. The income is certain; the regents can calculate on a known definite amount for yearly expenses. They can make contracts with professors and provide for needed buildings and equipments with some assurance that when the time of payment arrives there will be sufficient funds in hand. It dispenses with the necessity of "lobbying," which is as distasteful to the members of the legislature as it is to the regents, and it removes the university permanently from the arena of politics. It adjusts itself to the needs of the State, increasing with its growing wealth and population. For these and other reasons it has met the approval and commendation of our best and most experienced educators.

State Superintendent of Instruction Carlisle in his report for 1896 also presents strong arguments in favor of a university tax. He says:

The university, like our other educational interests, is suffering from lack of adequate financial support. It evidently needs much in the way of additional buildings. But the constitution prohibits either taxation or appropriation from the general revenue to provide buildings, evidently intending that they should be supplied from the revenues arising from the university lands and permanent funds. But if adequate appropriations from the general funds to pay the running expenses are not made and the regents are forced to use the revenues arising from the permanent funds to defray running expenses, how can the necessary buildings ever be built? The ninth report of this department recommended the levy of a small tax on property to give the university a permanent source of revenue for current expenses. This recommendation is here repeated. The university ought not to be compelled to depend upon the appropriations to be made at each biennial session of the legislature for its support. The president and the regents should be able to plan for a longer period than two years. It is impossible for them to plan wisely and broadly without planning for a longer period.

The school of pedagogy has been suspended for the current year, much to the regret of many friends of the university. Whatever may have been the causes that led to this action, and it is assumed that they were most urgent, it was a step apparently backward, and has had a depressing influence upon the good name of the State in educational circles abroad and among some of its best friends at home. It may be a mere coincidence, but it seems rather significant that the university had its

greatest increase in attendance the first year after the department of pedagogy was established, and that this year, when the department of pedagogy is suspended, the attendance is less than it was last year. However, there is every reason to believe that the department will be reopened next year. President Winston has unhesitatingly and publicly declared himself cordially in favor of reopening the department. Furthermore, it is interesting to know that he favors strengthening the department and broadening its work.

It is suggested that the legislature could do the university great service by making a special appropriation for the department of pedagogy, and authorizing the State board of education and the members of the legislature to appoint 200 students to the university, requiring them to take the courses in pedagogy and such other courses as they should choose, and requiring them also to teach in the public schools after leaving the university. This method of preparing teachers has some very decided advantages over sending them to a normal school. Our State Normal School does not claim to do college work. It is not the object of the institution. Its requirements for admission are very low. The satisfactory completion of its first year's work gives the pupil a second-grade certificate. The satisfactory completion of the second year's work gives him a first-grade certificate. The satisfactory completion of the third and last year's work gives him a diploma. Thus the course at Sam Houston only carries the student one year beyond the requirements for a first-grade certificate. It is unnecessary to say that it is impossible for this course to give deep or thorough scholarship in the great divisions of learning. But the university requirements for admission begin about where the Sam Houston Normal's third year course begins. The teacher, therefore, who takes his A. B. diploma and completes the course in pedagogy at the university has added at least three years of study to the graduation requirements at the State Normal. This is evidently the best preparation he can obtain, and our high schools are almost limited for their supply of really well qualified high-school teachers to those who have had such preparation in this State or elsewhere. Unhappily, Texas does not supply the demand for teachers of these high qualifications, and many of our high-school teachers come from abroad, while many high schools employ teachers not well furnished for their work. There is no use to which the legislature could devote \$15,000 or \$20,000 in a way to produce better results than by adopting the suggestion of a special appropriation for the department of pedagogy, and providing for State scholarships in that department. ^a

QUESTION OF CERTIFICATES.

Regarding the issuance of interest-bearing certificates, as was done in Alabama and proposed in Missouri, where the proposition as urged by both Governor Stone and Governor Stephens, of Missouri, was passed almost unanimously by the senate, and only defeated by the barest majority in the house, Texas would have the advantage over these States of her 2,000,000 acres of university lands upon which to predicate the certificates, and would thus avoid any constitutional objections to creating a debt without a basis for the certificates. In fact, instead of creating a debt, it would only be a hypothecation of existing university land resources to meet a moral obligation for old indebtedness of the State, on account of the State's diversion of university funds and lands, as was done in the case of the Alabama certificates. Such a

^aThe school of pedagogy in the university was suspended for lack of university funds for its support, but it has recently been revived.

certificate, besides, would simply be an obligation of the State payable, in effect, solely to itself, and, as argued by the Missouri executives in behalf of the Missouri University, could not pass from the State's possession so as to become a debt demandable against the State, as it would be merely a means provided by the State in lieu of other provision for one of its own institutions, which, if not supported in that way, must be provided for by the State in some other manner. Certainly it would not be creating a debt against the State, but would be a mere restitution by readjustment of university land resources, for the State to issue bonds or certificates while holding the university lands as security in her own hands. As has been urged, too, no provision would be necessary for paying the principal of the certificates, which neither the State nor the university would expect to be paid, as they would be granted with that view. They would, in fact, be non-payable, non-negotiable, and non-transferable instruments or exhibits of arrangements as between the State and the university alone, subject to no other purpose than retention in the State treasury to evidence the State's provision of the interest at such a percentage of the sum expressed by the certificates as the State may be willing to thus contribute, instead of equivalent amounts in annual appropriations to support the university as a State ward requiring to be maintained by it as an element in the administration of State government. Such a certificate is never paid, is revocable at will, and only calls for the payment of the annual interest; and, under the express ruling of the supreme court in the Lamar case (128 Mo., 222-223), can not be held to be an indebtedness.

While section 50 of Article III of the Texas constitution prohibits loaning the credit of the State to any person or corporation, the State can certainly use its credit in a certificate for purposes of administration, in which must be included its duty to support the university, or, indeed, any other State institution, as part of its governmental functions. Thus considered, the State clearly has the right to issue a certificate of indebtedness to the university as a factor of its administrative affairs, the case being very different from that of a corporation, operating upon its own behalf, to which the legislature is constitutionally prohibited from loaning its credit or funds. It has been suggested that the university being a part of the general educational system, and tuition being free in the academic department (and to meet any question might be made so in the professional branches), it can constitutionally be provided for from the general school fund by setting apart for it a stated per cent of the school tax, say one-twentieth of the existing 20-cent rate, to be known as a special university tax for the university's separate maintenance.

As to a university tax, many of the States, says Governor Stone, of Missouri, in his message to the legislature, now levy a special tax, or

set apart by law a certain per cent of their aggregate revenues for their universities, the tax varying in amount from one-fifth to one-twelfth of a mill on every dollar of assessments. This is done, he asserts, in Ohio, Indiana, Illinois, Wisconsin, Minnesota, Michigan, Kansas, Nebraska, California, and perhaps some other States. Why not, it may be added, in Texas? Why should this State not adopt the tax system, which has been the magical means of rapid and satisfactory university development in other States? Indeed, in some of them the tax has been increased without complaint, as in Michigan for one, where the legislature raised it from one-twentieth to one-sixth of a mill, as it now stands.

In the light of such facts and figures, whatever may be done for the free schools, and certainly everything should be done that the State can reasonably do for them, as well as for the university, it would seem but fair to the latter to grant it an equivalent in some way for the 1,200,000 acres taken from its original endowment. And why should Texas not do this now, without waiting and letting other States forge ahead of her in providing more active endowments for their State universities, as Alabama recently did in issuing \$2,000,000 interest-bearing certificates to the University of Alabama, and as Missouri but recently proposed to do for the University of Missouri, after having the year previous appropriated to it some \$648,000, which was every dollar of the direct-tax money returned to the State by the Federal Government? As to further Texas land grants, however, some of the State authorities are just now claiming that there is no public domain left for such appropriations.

THE UNIVERSITY AND STATE EXECUTIVES.

In all cases of doubtful legislation as to important propositions affecting the university, it would be but fair to give the university the benefit of the doubt by passing them where the objects are highly meritorious, as the legislature and the governor can safely leave to the courts any question which may be raised as to their constitutionality. This is the precedent usual with State executives disposed to give the benefit of doubt to such deserving measures as they may be willing to favor. It was hoped that in his retiring message to the legislature Governor Culberson would recommend the adoption by the State of a university tax, and that the incoming executive, Governor Sayers, would also favor the proposition. The only allusion to the university by Governor Culberson was in the following general but favorable terms:

The university is advancing toward its ultimate place as the educational glory of the State. Here the student population, including the medical branch, grew from 539 in 1894 to 800 in 1898. The east wing of the main edifice has been constructed at an

expenditure of \$50,000, and adds much to the structure. Better than this, better than additional students or material growth for the present, is the solid foundation upon which its character is building and the forces of culture and scholarship with which its faculty is generally being formed.

Governor Sayers made no allusion to the university, but referred at length to the public schools, as stated from his message in the chapter on that subject.

GROWTH OF THE UNIVERSITY.

The condition of the university is set forth pretty fully in the regent's report of January, 1899, to Governor Sayers for the years 1897 and 1898, from which the following extracts are taken:

The growth of the university during this period has been gratifying. The number of students in 1897 was 751 and in 1898, 800, being a gain of 191 over the enrollment of the two preceding years. This gain was made in the face of increased requirements for entrance and for graduation, and notwithstanding the unfavorable influence of fever epidemics and financial depression.

The area of student patronage has also been increased, until it now includes 1 foreign country (Mexico), 7 States, and 100 counties in Texas. The popularity of the university and its adaptation to the needs of our people is evident from the fact that its patronage represents forty-five different trades, occupations, and professions. Over one-fourth of its patrons are farmers, who equal in number the lawyers, physicians, and ministers combined.

Nearly half the students in the university pay their own expenses, either by money which they have previously earned or by labor while they are pursuing their studies. It should be among the foremost duties of the State to aid this class of students and increase their number by furnishing board and lodging at cost and multiplying facilities for self-support. The educational advantages of the university should be made accessible to the largest possible number of the youth of the State and especially to those who through financial inability are least able to secure them. This can be done only by reducing to the lowest point the cost of living, to which end there is need of additional dormitory and mess-hall accommodations.

While the university has grown rapidly in the extent and area of its patronage during the past two years, and while the attendance in the academic department is already 25 per cent larger than last year, there has been still more gratifying advance in the standards of scholarship. The requirements for admission have been raised to as high a point as seems compatible with the present condition of our secondary schools, and the requirements for graduation have been strengthened by specific additions and by proper subordination and correlation of studies. Certain fundamental studies essential to mental culture and certain informational studies essential to good citizenship have been prescribed in all courses leading to degrees. With these restrictions, and subject to approval by the faculty, students are permitted in the latter years of their courses to select their studies with reference to their aims in life or their individual tastes and talents. In short, the university is steadily elevating its standards of scholarship and guarding its degrees, with due regard to the condition of our public schools and the necessities of our people.

Advanced work has been carried on in the university in several lines of study; but lack of teachers, of apparatus, and of books has prevented desirable growth in this direction. Those of our graduates who seek advanced work and training have as a rule been forced to go to larger and better-equipped institutions elsewhere, like Harvard, Columbia, Cornell, and the University of Chicago. During the past two years fellowships and scholarships representing eight different lines of study and

aggregating in value several thousand dollars have been bestowed upon graduates of this institution by universities in other States. It is natural that many who thus leave the State never return, and thereby Texas is deprived of a class of workers that she especially needs. Our own university should be better equipped for advanced instruction with teachers, apparatus, and books, and our graduates should be encouraged and aided by means of scholarships and fellowships to receive higher training and carry on advanced work in Texas. Scores of ambitious and zealous students seeking advanced training and opportunity for original investigation would welcome adequate equipment for this purpose in our own university, and by patient, intelligent, and unselfish study of problems affecting the life and welfare of our people would in after years make ample return for the small expense incurred in their training. * * *

The university has accomplished a great deal during the past two years toward improving our public schools. By establishing a school of pedagogy for the special training of teachers, by opening all its courses of instruction to teachers 21 years old free from regulations governing candidates for degrees, by conducting summer schools for teachers who are unable to attend regular sessions of the university, by systematic communication with teachers through circular letters and private correspondence, and by sending members of its faculty to visit, inspect, address, and affiliate the State high schools the university has shown itself alive to its duty and its opportunity as the head of the public-school system of Texas. But it is generally hindered in this work by lack of funds. Additional equipment is needed for the school of pedagogy and additional teachers for the summer schools. The improvement of our public schools depends mainly upon a better supply of thoroughly educated, broad-minded teachers. This need is so great and so palpable that special provision should be made to supply it. If annual scholarships to the value of \$100 each were established in the university, one for each member of the legislature, many worthy and aspiring youths, representing every portion of the State, would be drawn into the teacher's profession and enabled to thoroughly equip themselves for their work by a full course of training in the university. In this way more would be accomplished toward improving our public schools than by much larger expenditure for lengthening the school terms. * * *

The completion of the east wing of the main building furnishes the university long-needed room for recitations, lectures, and laboratory work. All the space in the new wing, as well as all in the older building, has been assigned for occupation and use by the various schools of instruction. There will be required \$10,000 for properly furnishing, heating, and lighting the new wing.

NEEDS OF THE UNIVERSITY.

The greatest and most immediate need of the university is a building for women students and an enlargement of its present hall for men students. A building for women students is essential for their health, their economical living, and their instruction; and it should be erected at once on the university campus with construction and equipment in accordance with recognized sanitary principles. Such a building, under proper management, would be a safeguard of the health of the young ladies; and, by reducing the cost of board and lodging, would bring the advantages of university education within reach of a very large number of girls of moderate means who at present, by reason of the great expense, are unable to attend the institution. A woman's building would also furnish a place where, until better provision is made, the lady students in the university can be instructed in art and music, two subjects not now included in our course of instruction, but universally considered essential in colleges equipped for the complete education of women. The law requires that the University of Texas shall be open to both male and female on

equal terms; but this is not now the case. In order to remove this reproach and do justice to the girls of Texas, the board earnestly recommend the erection of a woman's building, to cost \$50,000.

Second only to a building for women students is the need of additional lodging and boarding accommodation for men. Fortunately this need can be supplied at moderate expense. The building now used for the purpose can be enlarged and made to accomplish for the university to-day the same valuable service that it rendered the institution during its early struggle for existence.

UNIVERSITY LANDS.

It is gratifying to report an increase in the income from university lands since our last report. This increase has made possible the construction of the east wing to the main building, at a total cost of \$38,642.50, and the repair of the foundations and walls of the auditorium, which were in danger of falling. But for this timely addition to our resources we would not have been able to complete the main building, since the constitution of the State forbids appropriation from the general revenue for university buildings. It is the evident intention of the constitution, as well as a plain necessity, that the available university fund be applied, in part at least, to the permanent upbuilding and development of the institution. If not, the university might remain forever in its present undeveloped condition, failing to keep pace with the growth of the State and the constantly increasing demand of our people for higher education.

The constitution did not contemplate an undeveloped and imperfect university, for it clearly commands otherwise. It says:

"The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class."

To carry out this mandate by providing for the gradual upbuilding of the university the board recommend that the income from land leases be devoted to the erection of buildings and other permanent improvements, at least until the pressing necessities of the university in this direction are supplied. The board have followed this policy during the past two years, and thereby have completed the main building according to the original design and have begun the work of gradually improving and beautifying the university campus. The policy is desirable not only because it seems to afford the only means of supplying the university with necessary buildings, but also because the income from land leases, being dependent upon seasons and upon the prosperity of the live stock increase of the State, is quite variable from year to year and liable to material change. It can not be relied upon, therefore, to meet the regular running expenses of the university. Up to 1896, owing to various causes, the receipts from land leases hardly exceeded 60 per cent of what was due, and in some years they fell as low as 40 per cent. On this point Land Agent T. J. Lee says:

"The income from land leases can not be regarded as assured at any time, and it would certainly not be safe to make obligations and incur expenses upon the theory that the amount due from this source will be collected."

Nor can it be expected that this income will be materially increased hereafter, for the lands available for leases are almost all now under lease. This income might, however, be applied to permanent improvements, and thus the university would grow in years of prosperity without additional charge upon the State treasury.

THE MEDICAL DEPARTMENT.

The attendance of students in the medical department last year was 259 and the year before 288, being a gain of 40 over the enrollment of the two preceeding years. During the present session there has been a slight decrease; and further increase *can not* be expected, at least for some time, as the course of instruction has been

lengthened from three years to four and at the same time the requirements for admission have been materially increased. Nor is increase of numbers specially desirable. The aim of the department is rather to instruct thoroughly a smaller number, and thus to provide for the State higher standards of medical training, knowledge, and skill. Some legislation is needed to protect the people of the State against untrained and incompetent medical practitioners; and much would be accomplished in this direction if the requirements enforced by the State in the medical department were also enforced by local boards in granting license to practice medicine.

The prevalence of dengue fever, yellow fever, and the grippe in our State during the last two years emphasizes the necessity of thoroughly investigating these and other contagious diseases, with a view to treatment and prevention. To that end the board desires to fit up in the medical department a bacteriological laboratory, and requests for this purpose an appropriation of \$6,000. As the equipment of the various laboratories in the medical department has been greatly diminished in quantity and efficiency by long use and lack of resupply, the board requests a slight appropriation for its replenishing. These items and the items of much needed demonstrators for several of the chairs are the only additions to the budget of last year, and they make up the increase asked for in the annual appropriations.

The medical department has been greatly aided in many ways by the addition of University Hall, a handsome, commodious, and well-furnished building, donated to the institution for the purpose of providing a dormitory for women students and a mess hall for students of both sexes, where board may be supplied at cost.

At the close of the session of 1898-99 there were 50 graduates in the medical department, including 7 in the school of pharmacy and 8 in the school of nurses.

NECESSITY OF PERMANENT REVENUES.

The report makes no reference to the question of a university tax, but submits that "too much emphasis can not be laid upon the necessity of adopting a permanent policy which will assure not only the existence of the university, but also its continued growth and development;" and that "with the confidence inspired by this policy of steady development through revenues from fixed sources, private philanthropy with gifts and bequests would come to the aid of the State, and in a few years our people would enjoy the inestimable benefits of a 'university of the first class,' as contemplated by its founders and the founders of Texas."

The regents express a "feeling of deep gratification that the adoption of this policy has enabled them to add somewhat during the past two years to the upbuilding of the university;" and they "earnestly hope that its continuance will be permitted by the granting of sufficient appropriations from the general revenue to meet running expenses of the university." They conclude their report as follows:

The board feel a just pride in the condition of the university and in the prospect of its increasing growth and usefulness. They hope to see it cherished by the State as its foremost instrumentality of good, improved and developed year by year, until it stands as a peer among the leading universities of America, a university worthy of Texas and offering to the youth of Texas inspiration, instruction, and knowledge that will equip them for the development of this empire State.

SPECIAL TAX FOR THE AGRICULTURAL AND MECHANICAL COLLEGE.

The Agricultural and Mechanical College at Bryan, though constitutionally a branch, and technically the "technological branch," of the university, being managed by a separate board, its affairs are left by the university regents for presentation by the college board, whose report to the governor is referred to in the special chapter giving the history of the college. It is proper to note here, however, that while the university regents make no reference to a university tax, President Foster, of the college, takes occasion to recommend a special tax for the college. This, by the way, suggests what would be a happy solution of the abnormal financial relations of the college and university, by the legislature fixing a separate tax for the college and a separate tax for the university, so as to make each satisfactorily independent of the other in its finances. As for the policy of the university regents, it may be that they preferred waiting to see what the present legislature would do for the university by direct appropriations from the State's plethoric balances, some \$3,500,000, including school fund and general revenue, before urging the proposition of a university tax. But this would seem only to jeopardize, by delaying action in the matter, as the tax would first have to be assessed and could not come out of existing funds. As a rule, frank, insistent, and persistent effort at every session is particularly necessary to effect such important legislation. Indeed, politics being the studied profession of honest legislators, as well as of politicasters and lobbyists, direct approaches rather than indirectness are most likely to influence members. As President Lincoln said of the people, so of legislators: You may fool some of them all the time, and all of them sometimes, but you can't fool all of them all the time.

Appropriations really can have nothing to do with their views of a tax, which for that reason should not be delayed in presentation when it is so much needed for the university.

THE UNIVERSITY AND THE SCHOOL FUND.

Referring to the success of the regents in managing the university lands by employing a special agent to look after them, Governor Sayers says:

I have also to recommend the favorable consideration of a policy in reference to the lease and sale of the lands belonging to the permanent public free-school fund similar to that adopted by the regents of the State University in reference to the lands of that institution, and which has been attended with such satisfactory results. It occurs to me that the force of the general land office might be so arranged without any additional expense, except for traveling, as to keep four of its employees constantly in the field, whose duty it shall be to maintain constant watch over such lands, and to see that they are not trespassed upon, and that they are made to yield prompt and uninterrupted revenue, either through sale or lease, for the maintenance



J. F. Y. PAINE.



of the public free schools. By this means it is more than probable that both the permanent and available funds can be rapidly and considerably increased, resulting in the lengthening of the terms of the schools and better payment of the teachers.

In a subsequent message, just presented, Governor Sayers, in urging upon the legislature the immediate and pressing necessity for the safe and quick investment of the permanent school fund upon the lines suggested in a former message, says:

When the legislature convened, that is, on the 9th day of January, A. D. 1899, there was idle in the treasury and could not be invested, under restrictions imposed upon the board of education, of this fund \$1,213,342.87. This sum has increased to \$1,339,146.20. Several opportunities for its safe investment have already been lost, and I trust that the legislature will at once take such action in the premises as in its judgment may be proper. The interest accruing upon the permanent school fund is one of the principal means by which the public free schools are maintained.

And among them as the head of the public-school system the university, as the writer has argued, should be maintained from this very fund in common with the other free schools.

UTILIZATION OF UNIVERSITY LANDS.

As for the university lands, since only their rentals and interest on land sales can be used for its available resources, it would seem that they might properly be utilized as tied-up lands (having a value as a basis for negotiations) are in other States. An instance of this method of using such lands is cited in Commissioner Harris's report of the United States Bureau of Education for the year 1896-97, vol. 2, p. 1142. The new State of Idaho, in order to utilize the lands, authorized a loan for buildings for her normal schools to be negotiated by a board consisting of the governor, treasurer, secretary of state, and attorney-general, on the faith and credit of the State, and secured by proceeds of the sale of the normal-school lands and timber; the bonds of the State, to be known as normal-school bonds, to be issued for the amount of the loan, and proceeds of the sales of the lands and timber to be set apart as a normal-school sinking fund to secure the payment of the loan.

As already seen, the management of the university lands by the regents has been much more satisfactory than that by the State, and the facts in this respect ought to satisfy the State authorities of the impolicy of State control generally in university affairs. An elaborate statement by Thomas J. Lee, the university land agent, as presented in the last report of the board of regents shows that, among other more or less important facts—

When the act of 1895 investing the board of regents with the management and control of university lands went into effect, which was in the month of August of that year, there were in existence 51 lease contracts, made by the commissioner of the general land office, that were in good standing, and these covered 288,780 acres

of land, yielding an annual income to the university of \$8,663.40; and 23 lease contracts that were delinquent and subject to cancellation, and these covered 54,560 acres of land, the accrued payments thereon amounting to \$2,767.20.

The following summary shows the acreage at present leased and the amount annually received therefrom:

| | Number of acres. | Annual payment. |
|--|------------------|-----------------|
| Leases made by the Land Office prior to August, 1895 (still in effect) | 72,320 | \$2,169.60 |
| Leases made by the board prior to February, 1896 | 70,400 | 2,083.20 |
| Leases made by the board since February, 1896 | 1,261,832 | 36,454.26 |
| Under lease No. 39 | 14,080 | 422.40 |
| Total | 1,418,632 | 41,129.46 |
| Less, counted twice | 24,000 | 720.00 |
| Net | 1,384,632 | 40,409.46 |

The increase in the annual revenue to the university since August, 1895, from land leases is \$31,746.06. The increase in the acreage leased is 1,095,852 acres. An examination of the statements as to university land leases, made from time to time to the board of regents by the State treasurer, which I find in the biennial reports of the board to the legislature, discloses the fact that there is at present a much greater acreage under lease than ever before since the inception of the lease system. The greatest number of acres that has heretofore at any time been leased was 685,280, which was in the year 1892. But the amount received by the institution from that source during that year was only \$15,027.70, and 147,690 acres must have therefore been delinquent, leaving 537,590 acres covered by contracts in good standing, or 847,042 acres less than at present.

| | | |
|---|---------|-------------|
| Lands leased | acres.. | 615,040 |
| Amounts received from taxes in 1896, 1897, and 1898 | | \$78,408.05 |
| Amounts collected for use of lands without lease | | 6,084.63 |
| Total | | 84,492.68 |

Mr. Lee adds:

In the report of Hon. R. L. Batts to the board of regents in 1895, upon the status, etc., of the university lands, I find the statement made that the total receipts from leases of university land from January, 1884, the date of the first lease, up to and including the year 1894, amounted to \$84,365.28. Comparing the receipts for the three years named with the receipts as shown by Professor Batts's statement, it will be seen that they exceed by \$127.40 the total amount received during the eleven years from January, 1884, to December, 1894.

Not only is the impolicy of State control of university affairs shown by the above statements, but the history of educational matters in other States is equally in evidence. In Mississippi, as claimed by Governor McRae in 1854, the State allowed itself to owe its university \$1,077,790, or deducting appropriations, \$874,324, for which it finally provided by appropriations of \$20,000 annually. In Ohio the lands granted by Congress for the establishment of a university were leased for ninety-nine years at a valuation of \$1.75 an acre, and though in 1804 this valuation of the lands amounted to \$70,000, in 1883 it was found that they were assessed at \$1,060,000. Yet the university was

only receiving at that date an income of \$2,400 instead of \$63,600 from the 46,000 acres which had been granted in 1787 for the establishment of a university.

THE CORNELL UNIVERSITY PLAN.

The land scrip for 990,000 acres issued to New York under the Federal act of 1862 was ranging on the open market at from 50 to 60 cents an acre, when, according to United States Commissioner Harris's report—

Mr. Cornell made a proposition to the State to buy the whole body of scrip, yet unsold, at 60 cents an acre, to be paid for as resold, provided the scrip be placed in his hands for location and that all obtained for the lands above 60 cents an acre become an endowment for a university. The proposition was accepted, the scrip was judiciously located in the white pine forests of Wisconsin, all premature longings and solicitations of too impatient people were resisted, and the lands were eventually sold for \$6.73 an acre on the average. - As a result, the Cornell University has a fine endowment, a monument not only of the public spirit but of the business sagacity of Mr. Cornell and Mr. Henry W. Sage, who so ably effected their splendid project, not by "benefactions" but by their personality, the element by which "benefactors" accumulate their wealth.

Why should not some great benefactor or benefactress, by his or her personality, in some way utilize the 2,000,000 acres of Texas University lands for the benefit of the university as well as personal benefit—say, by buying them, as might be done, at a reasonable price, and on terms for payments in such installments as would amply meet the annual needs of the university, and holding the lands till well appreciated in value, sell them at a fine profit, to be divided with the university, or, if disposed to be as generous as Mr. Cornell, devoting the entire profits to the university, under similar contract with the State—all with the advantage, in the case of the Texas University, of the party having the benefit of the rentals of the lands toward making their annual purchase installments?

As to selling the lands in a body, the regents have not been without some solicitations in that direction, and are understood to be open to any reasonable proposition to sell them in large quantities. They might be profitably utilized for immense pastures by parties having the means at command for such enterprises, for which—as the lands are mainly in large, solid bodies—they are finely adapted. A purchaser would have the accruing benefit of existing leases, now for over 1,000,000 acres, at an annual rental of over \$40,000.

Chapter VI.

RETROSPECT OF UNIVERSITY LEGISLATION.

Reverting to legislation looking to increased endowment of the university, the records show that in the fifteenth legislature, during Governor Coke's administration, in 1876, Senator Stephens introduced "An act to provide for the location and survey of 1,000,000 acres of the public domain of the State for the endowment, maintenance, and support of the University of Texas." Senator Terrell also introduced a bill to set apart 1,000,000 acres of the unappropriated public domain for the establishment and maintenance of the University of Texas and for that purpose to recover from location the lands belonging to the State within the borders of Greer County. Neither bill passed, and since then Greer County has been decided not to belong to Texas.

Subsequent notable action by the State was that of the eighteenth legislature, in 1883, granting "1,000,000 acres to the university and its branches, including the branch for the education of the colored youth of the State;" the action of the twentieth legislature appropriating but \$40,000, with "the loan of \$125,000," to the university out of the million dollars indemnity money from Washington; and the action of the next legislature, which, to help the university to finish its main building at Austin, had to guard an appropriation of \$25,000 from general revenue to afford ready means for the university's purposes by expressing it as for "support of the university," and requiring that "the university should use a like amount of its available fund to finish the building;" and an act of the twenty-fourth legislature, in 1895, transferring to the regents control of the university lands.

EFFORTS TO "START THE UNIVERSITY."

Governor Roberts attended a session of the State Teachers' Association, held at Mexia, in 1880, and expressed his views upon the propriety of inaugurating a movement for the establishment of the State University, and asked the countenance and assistance of that body in the effort—not that the State was then able to establish it on a large scale, he said, but that it could be started, and until it was started it would never be known and appreciated what such an institution

required for its successful operation. The subject was discussed by the association, and a committee was raised to memorialize the legislature, through the governor, in favor of it. The committee was composed of Oscar H. Cooper, chairman, and W. W. Crane, S. G. Sneed, R. W. Pitman, Smith Ragsdale, John G. James, and O. N. Hollingsworth. According to a published sketch of Governor Roberts—

The memorial contained the recommendation of the main features of the bill that afterwards became a law for the establishment and organization of the university. Having been handed to the governor by the chairman, it was presented, with his message, to the legislature January 28, 1881. The governor had two days previously urged the propriety of at once establishing the university at the State capital for numerous reasons, and that it should be open for females as well as males qualified to enter. His official suggestions doubtless had great weight in influencing the vote of the people to locate the institution at the capital of the State, where, as a rule, all State institutions should be established.

The bill, it was stated, was drawn up by Professor Cooper, assisted by one of the committee, O. N. Hollingsworth, and after being submitted to the governor was handed to Senator John Buchanan, of Wood County, through whom, as chairman of the committee on education, it was laid before the senate. The journal of the legislature shows that Senators Buchanan, A. W. Terrell, of Travis; Wynne, of Rusk; Gooch, of Anderson, and Stubbs, of Galveston, were active in carrying it through in the senate and that it passed the house of representatives without any serious difficulty.^a

The probability is, as stated in Scarff's Comprehensive History of Texas, that Governor Roberts, who favored "starting the university" without waiting for some indefinite period for vast resources to be accumulated to inaugurate it on some grand plan, personally appeared before the State Teachers' Convention, at Mexia, to prevail upon it to consider the matter of devising a plan to put the institution at once into practical operation; that the plan was subsequently formulated, at a second meeting of the association, which at his instance met at Austin, and, through a committee, prepared a bill which was submitted to the legislature for organizing the university; and that this is the bill which, with some changes, credited mainly to Representative Hutcheson, of Harris, and Senator Terrell, of Travis, was finally enacted, and under which the university is now being operated.

^aIn conflict somewhat with this statement, the present writer heard Hon. J. C. Hutcheson, of Houston, state in a public address before the literary societies of the university, at Austin, that he "had the honor of introducing the bill creating the University of Texas," as if he were, though he did not say he was, the exclusive author of the bill. Altogether, the contention in the matter has been about as heroic in spirit, though not in consequences, as the contest over the birthplace of Homer, and just about as unimportant, so far as the public is concerned, since similar bills were pending, and the establishment of the university was not an original concept with the authors of any of them, such an institution, in fact, having been in contemplation by the founders of the Republic of Texas.

PROPOSED GRANT OF 2,000,000 ACRES.

Governor Roberts, in his message to the seventeenth legislature in 1882, in support of the proposition to grant the university 2,000,000 acres of land, forcibly argued:

The whole question about the establishment of a first-class university and its branches is: Shall Texas give her own native-born sons and daughters the facilities for fitting themselves to occupy those higher walks, so necessary in the proper direction of her future destiny, or will she leave her own sons and daughters to be kept in a lower sphere of life, and be therein directed by the learning and skill of strangers, sons and daughters of other States, who will come here and fill the places which her own sons and daughters ought to occupy and will occupy if they are given a fair opportunity? Every great State should rear its own men in every stature of manhood, of intelligence, and of culture, according to their capabilities, upon its own soil, and thereby engender and preserve an intense homogeneity in the character of its population, which must result in the concentrated power and elevated prosperity of the whole body politic in association. This full result can be attained only by promoting all the grades of education, from the lowest to the highest, in harmonious cooperation adapted to the diversified wants of every class of people whatever may be their pursuits in life. Nor will the benefits of the university and its branches be confined to the sons of the wealthy few. By no means will that be so. Place the facilities of a higher education before the people of the State, make it a reality, make it complete and cheap by a splendid endowment, and youths all over this broad land who catch the inspiration of high native talent in our common schools will, if necessary, struggle up through poverty and through adversity, by labor and by perseverance, until they will stand in the front ranks of the most gifted and favored in the halls of learning, and afterwards will adorn every sphere of life with their brilliant accomplishments and practical usefulness. So it has been in other countries and so it will be here. By adding 2,000,000 acres of land to the 1,000,000 acres heretofore set apart for the university, and making proper arrangements for its disposition, a permanent fund might be accumulated that would ultimately be adequate to meet the expenses of establishing and maintaining a first-class university.

ARGUMENT OF SENATOR TERRELL.

Said Judge Terrell in his speech in the State senate on the pending proposition, which had been changed so as to set aside in addition to the 2,000,000 acres of land to endow the State University a like amount for public free schools—

Such is the message sent to us by the grand old man who sits yonder in the executive office, himself a child of adverse fortune who struggled up through poverty to a higher education.

The proposition was changed to embrace an equal grant to the schools in order to placate those who regarded the university as a "spoiled child," which, despite its chastisements by the legislature, should not be petted without caressing the State's more favored educational pets, the public schools. In further speaking upon the measure, Judge Terrell, who as a State senator more effectually perhaps than any other man in the State advocated the legislation necessary, not only to promote the organization of the university but to put the free-school system

provided for by the constitution of 1876 into operation, expressed himself in the following eloquent and impassioned terms:

The cry that the university will be a "rich man's school" can impose on no one. The rich can send their sons and daughters abroad to other States, as they do now, but Texas needs, both for them and her poor boys especially, a fountain of learning, covering the whole field of knowledge of which all may taste. But suppose it is a school for the benefit of those favored by fortune, in the name of common justice, who should object? The property holders of the State draw from their pockets every year the means by which the poor are educated. One-fourth of all the taxes of the State is paid to teachers to instruct the children of the thousands who pay no taxes, and of the common property 50,000,000 of acres already surveyed have been granted as a perpetual fund to endow the common schools forever. When those who own the land and pay the taxes have been thus liberal with the taxes which they pay every year, who dare complain if the State shall endow a university to afford the sons and daughters of the same taxpayers the means of more advanced instruction? I fail to appreciate the statesmanship which panders to class prejudice, grows eloquent over "common schools," on the eve of an election, and yet hangs on the wheels of intellectual progress because all men are not rich. Nor, further, can I understand that statesmanship which would limit the aspirations of our bright-eyed boys and girls to such knowledge as the common schools will bestow.

After forty years of independence and prosperity, where, to-day, are the distinguished linguists, mathematicians, geologists, civil engineers, and other highly learned men who have been educated in Texas? There is not one. With great resources always at our control, a generation has been raised with only such opportunities as the country schools could afford. If a strange mineral is found in your land you must send it out of Texas to be assayed, or import a man to tell you what it is. If waterworks, gasworks, or manufactories are to be established in your towns, you must send abroad for educated brain to construct and operate them. If a railroad is to be built, its course and grades must be determined by engineers educated abroad. Nor is this all; the science and skilled labor which we need must be imported from a section which has been instructed by demagogues to look on the South with suspicion and distrust. What has been the result? Your best water power is not utilized, for the people who own it know nothing of manufacturing enterprises which give it value, and capital, always timid, comes slowly and with distrust. The mineral veins of your mountains remain hidden from your sight, for you have not sent out to each county educated geologists to tell you where they are. Your products, instead of being manufactured here at home, bringing wealth and affording employment to labor, go North to enrich other States whose educated sons hold a mortgage on all our industries. Hewers of wood and drawers of water we must remain unless advanced education shall relieve us.

He clearly showed that the university as contemplated by the constitution and established by the legislature was "a public free school for those who seek instruction in the higher walks of education—a common free university, the capstone and head of the free-school system." Continuing his argument, he said:

It is the misfortune of this session that we can attempt nothing useful for the State without having the claims of railway certificate holders thrust before us. Before we could pass a bill introduced by me to stop the surveying and speculative waste of 8,000,000 acres of land in the Panhandle and Texas Pacific reservation, we had to listen for two days to the argument that railway land certificates should cover that territory, that their holders had vested rights, and I was then accused of

seeking to tie up that country for the use of the university. Now, when the claims of this free high school are presented, the same cry is raised, and we are told that if we appropriate any of this land to the benefit of our children it will be an act of bad faith on the part of the State to those who hold railway certificates.

Judge Terrell also contended that the action of the State convention which made the constitution of 1876 was violative of the property guaranties of the Federal Constitution in depriving the university of a large portion of its landed endowment, including 700,000 acres which it then owned under existing laws, and 1,500,000 acres which would accrue to it from the tenth sections of the railroad surveys. This could neither be done, he held, by the constitution nor laws of a State; yet here was the university, a legal entity, created by the act of 1858, endowed with capacity to receive grants, deprived without process of law of a vast endowment, without a question being raised and without exciting a murmur of complaint. "The reason of this submission," he declared, "is manifest; the victims were children, and their only guardian was the State, which perpetrated the wrong."

ONLY ONE MILLION ACRES GRANTED.

Despite all the earnest pleadings in behalf of the university the bill to appropriate 2,000,000 acres to the university did not pass; but subsequently, in 1883, the eighteenth legislature granted 1,000,000 acres each to the free schools and the university. The bill passed the senate after a gallant fight for it led by Senator Terrell, and went to the house. Here the real opposition was developed, as stated in the *Houston Post*:

The anti-university men began preparations for the funeral of the bill. Just at this critical moment Hon. J. E. Hill, of Polk County, came to the rescue, and by an adroit movement saved the measure by an amendment providing for a donation of a like number of acres for the common-school fund. This captured the opposition, because to vote now against the bill was to vote against a free-school appropriation. This ruse was successful, the opposition melted away sufficiently to allow the bill to pass, and at least partial restitution to the university was accomplished.

In connection with the strange opposition to the university referred to by Judge Terrell, how, it may be asked, would Tesla have succeeded with but a common school or ordinary college education; and as to those with little or no education who succeed by dint of superior genius, how much more successful they might be with the added benefits of university instruction! As Col. Maunsel White, a distinguished citizen of New Orleans, father of Judge White, of the United States Supreme Court, observed of Louisiana in a letter to *De Bow's Review*, in 1847, arguing in favor of a university, so of Texas:

The surprise should not be that the State has produced of her own growth so few men of commanding abilities and information, but that she has produced any at all. Of *common schools*, those nurseries of early youth, where character for life is formed, and



A. P. WOOLDRIDGE.



well formed, when efficiently organized, no one can have a higher estimate. But what, after all, are common schools, if the system of education must be arrested there? Is it not cruelty to implant a love of knowledge and deny its consummation? The mere elementary provisions of such schools are not sufficient to qualify men for all the relations of life. There is that which they can never give—the power which influences the councils of a people, which directs and executes high national movements, which extends the domain of letters and science and is felt in the destinies of a country and an age. (Cited in Fay's History of Education in Louisiana.)

Other prominent men besides Governor Roberts and Judge Terrell became enthusiastic over the prospect of starting the university. Among them Lieut. Gov. L. J. Story, who in his address as president of the senate, spoke out in the following hopeful terms:

What Texan's heart does not throb with delight as he contemplates the prospect before us, and, as I believe, in the near future, for the erection of a first-class State university? Already the princely fund provided by our patriot fathers for this purpose is believed to have reached the value of \$2,500,000, and the demand is coming up from every quarter that the legislature shall declare that it is now "practicable," and that it shall proceed to "establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be styled the University of Texas." Let the good work begin at once and be pressed to an early completion, and, as soon as possible, save to Texas the quarter of a million dollars annually contributed by her people to build up and support institutions of learning in other States where they send their children to be educated. And better still, let the heroic deeds of our patriot fathers be studied by the youths of Texas in our own institutions, and from the proud dome of our university, as it towers above the hilltops of the capital city, let them map out for themselves the pathway to fame and to fortune.

OTHER ENDOWMENT PROPOSITIONS.

The following propositions, besides the one recommended by Governor Roberts, and so strenuously championed by Judge Terrell, were introduced in the seventeenth legislature, most of them showing a liberal spirit to the university: By Senator Lane and Senator Stubbs, each, "A bill to adjust and pay the State's indebtedness to the university;" by the State Teachers' Association, memorial and draft of a bill to organize the university, providing, among its features, for electing a university president, and that no university funds be used for erecting dormitories, professors' houses, or mess halls; by Senator Buchanan, "An act to establish the State University;" by Representative Hutcheson, for the committee on education, "An act to establish the University of Texas, being a bill to set apart alternate sections of land surveyed in the State, by and for railroads and other works of internal improvements, for the benefit of the State University and other school purposes;" by Senator Stubbs, bill to appropriate 2,000,000 acres, and by Senator Swain, bill to appropriate 3,000,000 acres to the university; by Senator Davis, an act relative to the sale and investment of proceeds of the public lands, with amendment by Senator Ross, "to strike out all in the bill applying any of the proceeds of the sales of the land to the university funds, or diverting the

same from the payment of the public debt;" by Senator Duncan, bill to appropriate 1,000,000 acres of land, to be divided equally for the university and free schools; by Senator Brown, bill providing for the leasing of the university lands; by Representative Todd, bill to appropriate 2,500,000 acres of land to endow the University of Texas; and by Representative Hutcheson, an act to recognize the validity of, and pay the interest on, the debts due by the State to the common school and university funds.

PECULIAR EFFECTS OF THE ORGANIC LAW.

Among the features of the existing organic law (the constitution of 1876) on the subject of "education," more or less affecting the university, section 48 of Article III provides for "taxation and other public burdens for support of public schools, including colleges and universities established by the State; and section 7, Article VIII, that "the legislature shall not have power to borrow or in any manner divert from its purpose any special fund" (such as that of the university)—a provision, by the way, which as already seen has been several times disregarded by the legislature diverting and in some instances not restoring university funds. It was this constitution, resulting from "reconstruction," which fixed the title and purposes of the university, providing (section 10, Article VII) that—"The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people of the State, and styled 'The University of Texas,' for the promotion of literature and the arts and sciences, including an agricultural and mechanical department." Further provisions of the third article of the constitution relating to the university are cited in the chapter on the subject of "the free schools and university education." As will be seen by reference to them the provisions affecting the university are peculiar. First, as a general or governing rule, it is in effect provided that taxes may be levied or burdens imposed upon the people for support of the university. This clearly includes buildings, as such institutions can not be supported without them. But section 14 of Article VII, says:

No tax shall be levied, and no money appropriated out of the general revenue,
* * * for the establishment and erection of the buildings of the University of Texas.

So that while section 48 of Article III provides for taxation (say a university tax) and burdens (appropriations for instance) for support of the university, which support would include buildings, section 14 of Article VII provides that no tax shall be levied and no money appropriated out of the general revenue for university buildings—meaning, so far as the tax itself is concerned, that no tax shall be

levied to come out of the general revenue; that is to say, no division of the tax shall be made by fixing or using any percentage of it for university buildings, as for instance would be expressed by saying that there shall be a general revenue tax of 31 per cent, of which 1 per cent may be used for the support of the university, which would include buildings as a necessity for its support. It can not mean to inhibit such support of the university from any source, as that would be out of all reason, besides conflicting with the more general and governing provisions of section 48 of Article III, to which section 14 of Article VII can only be regarded as an exception, to prevent use of the general revenue for such buildings. No matter how the school fund may be specifically constituted by the provisions of Article VII, the more general and governing rule of section 48 of Article III makes its application general for all school purposes—that is, for the support of all public schools, including colleges and universities, and indeed any public school established by the State, or which the State may wish to establish. Further, it does not follow that because special or partial provision happens to be made as to the university, as well as for the asylums and the schools themselves, in Article VII, they are thereby deprived of further State aid, or the benefit of the general and governing provisions of Article III, nor are they, as the legislature continues to make such appropriations for them in land and money as may be necessary or it deems proper. A university tax, whether imposed upon the general revenue or the school fund, or both, or fixed independently of either, is clearly admissible under section 48, and may be imposed and collected separately as a special university tax, just as the revenue tax and the school tax are imposed and collected for their special purposes. And while any want of the university (except buildings) can be provided for by appropriations from general revenue, it is clear that all its wants can, if the legislature is so disposed, be constitutionally supplied by appropriations from the school fund, or by a special university tax, as a percentage of either the revenue tax or the school tax, or both, or independently as a new tax provision, as Article III makes the power to establish such tax a general provision. As the university grows and new buildings are needed and can not be provided for out of the general revenue, the legislature can and has allowed available funds of the university to be used for buildings by covering the amounts used back to the university from the State's general revenue. But such action seems strained and circumlocutory, and certainly unnecessary, since the university is a prominent though not the main factor of the State's public-school system—in fact a complete public school like any other established by the State, clearly designated as such in the terms “the public schools, in which shall be included colleges and universities established by the State,” and entitled in common with them to the benefits of the school fund, whether

for buildings or any other purpose necessary for its support. The expression in the constitution that "the available school fund shall be distributed to the several counties according to their scholastic population" could only have been intended to fix the ratio for distribution, and to mean simply that whatever amount of the fund the legislature may leave for them after making other appropriations from the fund shall be so distributed—that is, to the counties, and not that the university, the Agricultural and Mechanical College, the Normals, and any other public school the State may establish shall be excluded entirely from support from that fund. This would be counter to the right of State sovereignty, as it would estop the State from supporting other educational institutions from that source, no matter how ample the fund or great the necessities of such institutions. No State would so stultify its sovereignty of action or right to support its institutions in any way circumstances might render advisable. After all, it were better perhaps to discard mere abstruse technicalities of construction in such matters and let the college, the free schools, and the university all have the benefit of appropriations from general revenue when it has the funds to afford them. Their special endowments should not be a perpetual bar to any aid it may be desirable for the State to extend to them in lands, money, or bonds. And this more especially for the reason that one generation is not expected to legislate for all future generations, and even organic laws have to be changed or liberally construed to meet new conditions. The right of the legislature to grant appropriations to the university from the general fund, which remained dormant or purposely disregarded till recent years, has been ably demonstrated in published arguments by Governor Roberts, General Maxey, and Professor Gould.

LEGISLATIVE ACTION.

In the twentieth legislature, although the State had nearly a million dollars of indemnity funds returned by the Federal Government at its disposal, all that the legislature would do for the university was to lump the claims, to avoid acknowledging specific indebtedness for any of them, and allow the university but \$40,000 of the indemnity funds and make it a "loan of \$125,000 to be in full settlement of all demands of the university against the State," which was certainly an ingenious and convenient mode of disposing of the vexed question in a legislative way by substituting a loan for the indebtedness. Still, as one legislature is not bound by the enactments of another, however specious, the claims, amounting to several hundred thousand dollars, may some day be allowed, though it is not likely that such will ever be the good fortune of the university. In noticing these old claims the San Antonio Express thus argued the question as to some of them:

Among the items of the university claims is one for \$40,000 of university funds, which, as shown by the comptroller's books, was transferred to State revenue account.



J. J. LANE.



May 30, 1863, with this note of entry: "This amount is transferred by order of the comptroller." As far as known, there was no other authority for the transfer, and for this reason some members of the legislature contend that the money should not be refunded to the university, and the pending bill in the legislature, while allowing \$25,500 of the \$40,000, disallows any interest, which, as the claim happens to be an old one, amounts to \$74,800. The reason assigned for reducing the principal is that only \$25,500 is actually shown to have been used by the State; but as the whole amount, \$40,000, was transferred to the State fund, it is very properly claimed that the State is responsible to the university to the full amount, no matter what use the State made of the money or any part of it, as the transfer was the act of the comptroller, whose acts are constructively the acts of the State. The law as to the act of an agent exceeding his authority not binding the principal does not apply, for the comptroller is something more than a mere agent. He is part and parcel of the State governmental entity, a bonded officer of the government, whose acts and bond bind him for the State's protection and its faithful guardianship of such interests, especially fiduciary trusts, as the State must protect for the public benefit. His acts in the range of his department are as binding as the acts of the governor or the legislature. He can not exceed his authority within the pale of his official duties without morally as well as legally binding the State to protect the interests confided to its care, particularly such interests as the university fund, for which the State is trustee. How, then, can the State claim that under the act of its own officer it is not responsible to the university for the whole amount, \$40,000? As for not allowing interest on the entire sum on the ground that there happened to be no interest expressed in the ex parte transaction when the State of its own motion took the money without the consent of any representative for the university, such a position is a mere subterfuge for not doing justice to the university. Legislators taking such a position may argue ever so plausibly about there being no law or precedent for the State to allow interest on open accounts or ordinary claims against the State, but they can show none for refusing interest on borrowed trust funds, as in this case. Besides, interest, which is the recognized earnest or legal sanction and penalty for the use of money, is naturally implied unless it is expressly stipulated that none is to be allowed.

It may be added that State sovereignty as to nonpayment of interest should not be pleaded by a great State in bar of justice to a State institution, and possibly would not have been but for the enormity of the interest compared with the principal, on account of the long period of its accumulation. Still it remains, as expressed by the regents, that the legislature has assumed to discharge an obligation to the university of several hundred thousand dollars by "a loan of \$125,000;" and this, as they might have added, with a treasury overflowing with funds independent of the \$1,000,000 indemnity money. The regents, in further alluding to the claims in their appeal to the governor and legislature, stated:

The facts, as presented in statements of the comptroller, are plain and indisputable. University lands were sold during a certain period, by authority of the legislature, for Confederate money. For these lands there was received in this money \$114,804, which was placed to the credit of the university fund. Of this amount \$40,000 was transferred by the comptroller to the general revenue, and used, doubtless, in defraying the ordinary expenses of the State government; \$74,804 was turned over to the Confederate States depository, to be funded under the laws of the Confederate States' government in bonds for the benefit of the university. None of this money (\$114,804) paid for the university lands by authority of the State legislature has been restored to the university fund. The only question is whether the State is under obligation to

return it. The regents are of the opinion expressed by the compiler of Paschal's Digest: "Such payments (Confederate money for university lands) may operate as discharge to the debtors, but it would seem to leave a just claim on the State in favor of the education (university) fund."

It may not be out of place to state that in recognizing this claim of the university, which can not be enforced in the courts, the legislature will but follow in the steps of the General Government in allowing to Texas an indemnity fund which the State had no power to enforce or ability to collect. What Congress has just done the State legislature can certainly do, especially as in doing this the legislature will not be paying money to an outsider, but will simply be repaying to one department money borrowed from that department to pay expenses of another department, or refunding securities received by order of one department in trust for another department, which securities have since become worthless. It may be proper to say here that this claim for money paid in Confederate notes for university lands has not been filed sooner because the facts were not until recently sufficiently known to justify a formal presentation of the matter.

In a letter to Governor Ross, General Maxey urged that the "university would never have greater need of the funds due it from the State or the State be in better condition to settle." He knew of "no principle save force that would enable a State, acting as trustee, withholding these funds."

DISAPPOINTMENT AND REVELATION.

Governor Ross having suggested that the indemnity money be placed for distribution from the general revenue, the right of the legislature to grant appropriations from that source for certain university purposes—a right which had been clearly demonstrated in arguments by Governor Roberts, Judge Gould, and General Maxey—was very properly invoked, in case the indemnity went to general revenue account instead of being distributed by direct appropriation of the money. The governor's suggestion however prevailed, and the university, as has been shown, got but \$40,000. The legislature however was gracious enough to "loan the university \$125,000" of the funds, but mainly for the benefit of the medical department at Galveston. The other State institutions all fared much better from the indemnity funds than did the university.

Before the university finally got into operation for the admission of students, Governor Ireland, Regent Hadra, State Senator Pfeuffer, and other prominent gentlemen opposed its opening as premature, some of them rather favoring the plan of "district colleges as feeders," already referred to, for preparing and furnishing students ready for it, till the resources of the university justified its opening on a more elaborate scale, commensurate with the scope of such institutions in other States. The regents and other friends of the university, however, including Ex-Governor Roberts, who while in the executive chair had insisted on making a beginning and *trusting to the chances of public favor for building up the university,*

were not at all impressed with the idea of there being any advantage in further delay, particularly as the legislature, in addition to appropriations to the colored normal school, and other diversions of the university fund, persisted in largely applying the university money to the Agricultural and Mechanical College, so that there was little hope of any great accumulations of university resources with which to put the parent institution or main establishment at Austin into operation. So the regents decided to make a beginning. At their first meeting held at Austin November 16, 1881, State Comptroller Brown had reported that there would be in the treasury January 1, 1883, belonging to the university only \$37,024 in cash and \$134,472 in State bonds, substituted for United States bonds used by the State. This was certainly a very weak exhibit for inaugurating a "first-class university," as contemplated by the constitution, especially as the bonds were those which had been declared to be of doubtful validity, and might be ultimately repudiated. But fortunately at this juncture there was a most opportune revelation as to university finances, which encouraged its friends, and for the time being seemed to check any opposition on the part of Governor Ireland, during whose administration the institution was finally opened in the fall of 1883, by temporary use of rooms in the State capitol, pending completion of the main university buildings. This revelation was like opening a mine of hidden resources, disclosing some \$87,000, which a ruling of Comptroller Brown had locked in the treasury as part of the permanent university fund, but by counter ruling of his successor, Comptroller Swain, was transferred to the available fund of the university, and thus made subject to use for its immediate necessities. And so it happened, that what was presumably a conscientious ruling by Comptroller Brown, as he was supposed to be friendly to the university, had indirectly perhaps been of great service to the institution, as but for his action, had the money been credited to the available university fund, it might all have been appropriated by the legislature to the Agricultural and Mechanical College at Bryan, and partly even to the colored normal school at Hempstead, or expended by the State in some sort of legislatively "justified diversion of funds held in trust for one purpose but changed by legislative enactment to another," so as to leave nothing as a basis for the counter ruling of Brown's successor. Further than this, Comptroller Brown had persistently refused to consider the normal school as in any sense a branch of the university, as had been claimed for it by the legislature from the fact of its being attached to the Agricultural and Mechanical College branch, and would not audit the accounts to be paid out for it from specific appropriations of the university fund on the ground that such grants were unconstitutional. The Swain ruling, however, was the great fortunate desideratum for the university, as without it the money would have

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remained out of control of the university regents, and for this reason the revelation of it was not only a great surprise but a source of great rejoicing to the friends of the institution. Governor Ireland seemingly yielded his opposition to the immediate opening of the university and subsequently recommended that \$22,496 which had been given to the colored normal, the Prairie View school, be restored to the university fund. This was done, with the exception of interest, which the State never allows unless specially so provided for by law, and not always then, as has been shown in the history of the university. The results, either way of the comptrollers' rulings, show the great importance of conscientious consideration and well-guarded action by State officials. Comptroller Swain was the author of a proposition while in the State senate in 1882 to appropriate 3,000,000 acres of land to endow the university, which would have been but a fair allowance, considered either as a matter of restitution of original grants to the university or proper provision for its support as an important State institution.

ACTION OF THE TWENTY-SIXTH LEGISLATURE.

The whole history of legislation affecting the University of Texas, as has been seen, presents a checkered career of great expectations and deep-down disappointments in the hearts of the friends of the institution. It got but a modicum when it was so reasonably and fondly hoped that the "old indebtedness" of several hundred thousand dollars due it by the State would be allowed out of the million dollars indemnity money refunded to Texas by the General Government for frontier defense for which the State had used university funds. As also shown, its original endowment was reduced by the constitution of 1876 to the extent of millions of dollars in the value of lands which under the grant would long ago have accrued to the university; and great opposition was encountered in the legislature to a proposition to allow \$75,000 for each of the two years 1899 and 1900 for needed university buildings.

Opposition to the \$75,000 appropriations was based mainly on constitutional objections and the assumption that funds in the treasury did not warrant the appropriations, though there were several million dollars in the State's vaults when the legislature assembled, and there are still considerable surplus funds, over \$1,000,000, in the public coffers. And this chronic objection to university appropriations that the funds are always needed for other purposes suggests very forcibly the propriety of the State establishing a special university tax, so that the institution can always rely upon funds of its own, instead of wrangling with other contending interests for legislative succor.

The objection raised being that the constitution prohibits appropriations from the general revenue for university buildings, the regents applied for the money from that fund, from which, it was contended, it could be constitutionally granted for maintenance of the university, as had been done by a previous legislature, thus leaving existing university funds for buildings; but certain members argued that this was simply dodging the constitution, and thus indirectly illegal. As usual, too, the old anti-university cry was revived that it was "a rich man's and not a poor man's school." Representative Morrow calculated that the money would meet the usual per capita for 20,000 poor children in the common schools. Representative Neff, a graduate of the university, aptly replied to this that if a common-school education was the extent to which members were willing for the State to go, he was a better friend to the poor school urchin than they were, as he wanted the State to maintain the university so that the poor boy could have the same fine advantages as the rich man's son—the benefits of a university education. Mr. Palmer, another university student, after detailing his hard struggles to get to the university, practically illustrated that it was emphatically a poor man's school, as but for it he could never have acquired a university education. Mr. Kennedy figured it out that the legislature already had in view appropriations for other institutions and proposed enterprises more important than the university that would exhaust all present and prospective funds of the State for the next two years, and for that reason, without feeling inimical to the institution, he opposed the appropriations. On the other hand, Mr. McAnally cited from the comptroller's report that there was \$1,600,000 of general revenue in the treasury, and contended that there would be an ample surplus left for the university appropriations. Governor Sayers, he said, wanted the university to have the appropriation. There were seven university graduates members of the house, Messrs. Neff, Palmer, Maxwell, McKamy, Caldwell, Collins, and Goodlett, all of whom naturally worked for the university appropriations. Representative Wooten made a most eloquent and, it was hoped, convincing argument to show not only the constitutionality but propriety and necessity of the proposition, but after continued discussion for several sittings of the house it was defeated by 22 majority. Amendment to make the amount \$40,000 each year was lost by 5 majority, and finally an amendment by Representative Maxwell was adopted, allowing \$35,000 each year. This was effected by the close vote of 54 to 52. Subsequently the matter was reconsidered, but the house refused to change the appropriation, thus leaving the controversy to a free conference committee. The medical department at Galveston was allowed \$35,500 for each of the two years. Those who spoke in the university's behalf, or earnestly

worked for it, were Representatives Tarver, Prince, McAnally, Chambers, Grubbs, Neff, Wooten, Monroe, Palmer, Wheless, Maxwell, McKamy, Childs, Grogan, Connoly, Kittrell, Staples, Caldwell, Collins, Goodlett, Thomas, and Little. It seems that opponents to the appropriations for the university whose constitutional scruples were overcome were still, many of them, swayed by their prejudices and economic views as to the propriety of the grant. It is, unfortunately, too true that many members of the legislature never visit the university so as to be enlightened as to the character, work, and needs of such an institution.

What the legislature of 1899 finally did was to allow the university for the main establishment at Austin \$40,000 for each of the two years from the State's general revenue, and from the same fund \$35,500 for each year for the medical department at Galveston. The Agricultural and Mechanical College at Bryan was allowed \$103,900 for the first and \$30,900 for the second year. Provision was also made to establish a chair of entomology at the college. The number of the board of college directors was increased from five to eight members.

For the first time in the history of the university, the legislature, in some sense, complied with the law providing for a board of visitors, in addition to the board of regents for the university, by appointing a committee to visit it, the appointees being Rosser Thomas, Jasper Collins and John Willacy, all members of the house of representatives. The bill of Representative Grubbs for the establishment by the State of a girl's industrial school, after passing the house, was defeated in the senate.

Not a word was said in the legislature during the session about a university tax; but as a tax commission was created it may be that body will recommend the fixing of a special tax for the university.

After the appropriations of \$40,000 for each of the two years for the university from the general revenue were adopted, Representative Henderson stated to the house that he intended to make the question of the right of the legislature to appropriate general revenue for that institution an issue before the people in the next State canvass, and Representative Monroe promptly responded that he would meet him on the stump on that question. He would never admit that such appropriations were unconstitutional until declared to be so by the Supreme Court.

Chapter VII.

UNIVERSITY ORGANIZATION.

So far it has been shown how the university trust has been neglected and university organization retarded by legislation too often responsive to misdirected public sentiment; it remains now to recite how, despite all obstacles encountered and consequent retrogression, the university finally got into operation, not under the acts of 1858 and 1866, but under the provisions of the constitution of 1876, abridging, as that did, the originally grand endowment of the university, and more definitely under the final university act of March 30, 1881, and subsequent legislation up to the date of the practical operation of the institution by temporary use of rooms for recitations and lectures in the State capitol in September, 1883, till the main building at Austin was sufficiently constructed for occupancy January 1, 1884.

Realizing fully the heavy drain of funds which were constantly diverted from the State to educate Texas boys and girls abroad, and seeing places of honor and emolument for teachers and other professions preferably awarded to young men and women of other States on account of their superior educational qualifications, the great majority of the people were at last alive to the importance and necessity of weighing existing conditions and launching the university upon the open sea of experiment without waiting for its being fully manned and equipped. The quicker done the better, in order to sooner bring it into competition with the growing universities of the country, and by affording Texan youth the all-satisfying repasts of a grand university's advantages, remove the temptation to seek advanced instruction at other institutions, and thus utilize home talent and home development at home institutions for home work and professional excellence. Fortunately, notwithstanding the great obstacles encountered to get it into operation, it had the promoting influence of men of experience and advanced ideas as to the benefits and effects of university education in the older States, but for which the establishment of the Texas University, with all its grandly planned endowment, might not even now be effected. As it is, while much has been accomplished to open the way to success, much remains to be done to keep step to the music of educational progress, and the grand march of this great empire State in political importance.

As finally passed, the university act of 1881, under which the university was organized and is now operating, is as follows:

UNIVERSITY ACT OF 1881.

SECTION 1. *Be it enacted by the legislature of the State of Texas*, That there be established in this State, at such locality as may be determined by a vote of the people, an institution of learning, which shall be called and known as the University of Texas. The medical department of the university shall be located, if so determined by a vote of the people, at a different point from the university proper, and as a branch thereof, and the question of the location of said department shall be submitted to the people and voted on separately from the propositions for the location of the main university. The nominations and elections for the location of the medical department shall be subject to the other provisions of this act with respect to the time and manner of determining the location of the university.

SEC. 2. An election shall be held on the first Tuesday of September, eighteen hundred and eighty-one, for the purpose of locating the University of Texas, and the governor is hereby authorized and instructed to issue his proclamation ordering an election on said day for said purpose, and returns of said election shall be made in the manner prescribed in the general election law.

SEC. 3. All localities put in nomination for the location of the university shall be forwarded to the governor at least forty days anterior to the holding of said election, and the governor shall embrace in his proclamation ordering said election the names of said localities: *Provided*, That any citizen may vote for any locality not named in said proclamation.

SEC. 4. The locality receiving the largest number of votes shall be declared elected, and the university shall be established at such locality: *Provided*, That the vote cast for said locality shall amount to one-third of the votes cast; but if no place shall receive one-third of the entire vote cast, another election shall be ordered, within ninety days of the first election, between the two places receiving the highest number of votes, and the one receiving the highest number at said second election shall be declared to be selected by the people as the location of the University of Texas.

SEC. 5. The government of the university shall be vested in a board of regents, to consist of eight members, selected from different portions of the State, who shall be nominated by the governor, and appointed by and with the consent of the Senate.

SEC. 6. The board of regents shall be divided into classes, numbered one, two, three, and four, as determined by the board at their first meeting; shall hold their office two, four, six, and eight years respectively, from the time of their appointment. From and after the first of January, eighteen hundred and eighty-three, two members shall be appointed at each session of the legislature to supply the vacancies made by the provisions of this section, and in the manner provided for in the preceding section, who shall hold office for eight years respectively.

SEC. 7. The regents appointed pursuant to the fifth section of this act, and their successors in office, shall have the right of making and using a common seal and altering the same at their pleasure.

SEC. 8. The regents shall organize by the election of a president of the board of regents from their own number, who shall hold his office during the pleasure of the board. They shall establish the departments of a first-class university, determine the officers and professorships, appoint the professors (who shall constitute the faculty, with authority to elect their own chairman) and other officers, fix their respective salaries, and to enact such by-laws, rules, and regulations as may be necessary for the successful management and government of the university: *Provided*, That the salaries and expenses of the university shall never exceed the interest on the university fund and land-sales fund, or ever become a charge on the general revenue of the State.

Sec. 9. The immediate government of the several departments shall be intrusted to their respective faculties, subject to joint supervision of the whole faculty, but the regents shall have power to regulate the courses of instruction and prescribe, by and with the advice of the professors, the books and authorities used in the several departments, and to confer such degrees and to grant such diplomas as are usually conferred and granted by universities.

Sec. 10. The regents shall have power to remove any professor, tutor, or other officer connected with the institution, when, in their judgment, the interest of the university shall require it.

Sec. 11. The fee for admission to the university shall never exceed thirty dollars, and it shall be open to all persons in the State who may wish to avail themselves of its advantages, and to male and female on equal terms, without charge for tuition, under the regulations prescribed by the regents, and all others under such regulations as the board of regents may prescribe.

Sec. 12. The treasurer of the State shall be the treasurer of the university.

Sec. 13. It shall be the duty of the governor within thirty days after the location of the university shall have been determined to convene the board of regents at the city of Austin for the following purposes:

First. To effect the permanent organization of said board.

Second. To adopt such regulations as they may deem proper for their government.

Sec. 14. Meetings of the board shall be called in such manner and at such place as the regents may prescribe, and a majority of them so assembled shall constitute a quorum for the transaction of business, and a less number may adjourn from time to time.

Sec. 15. It shall be the duty of the board of regents, after the organization of the board of regents, to meet at the place chosen for the university for the following purposes:

First. To establish the departments of the university.

Second. To define the general plan of the university buildings.

Third. To advertise for plans and specifications of the same.

Fourth. To take such action as may be deemed advisable for the creation of professorships and the election of professors.

Fifth. To take such action as may be deemed necessary for perfecting the organization of the university.

Sec. 16. After the plan and specifications of the building shall have been adopted, it shall be the duty of the board of regents to advertise for bids for the construction of the same, and to proceed as soon as practicable to the erection of the same. The buildings to be substantial and handsome, but not loaded with useless and expensive ornamentation: *Provided*, That the cost of the buildings shall not exceed one hundred and fifty thousand dollars: *And provided further*, That said buildings shall be so constructed as to admit of additions thereto, without marring the harmony of the architecture.

Sec. 17. The regents are empowered, and it shall be their duty to purchase the necessary furniture, library, apparatus, museum, and other appliances: *Provided*, That the amount expended for said purposes shall not exceed forty thousand dollars.

Sec. 18. The regents shall have authority to expend the interest which has heretofore accrued, and may hereafter accrue, on the permanent university fund, for the purposes herein specified, and for the maintenance of the branches of the university, and the said interest is hereby appropriated for this purpose.

Sec. 19. All expenditure shall be made by order of the board of regents, and the same shall be paid on warrants of the comptroller, based on vouchers approved by the president and countersigned by the secretary.

Sec. 20. No religious qualification shall be required for admission to any office or privilege in the university; nor shall any course of instruction of a sectarian character be taught therein.

SEC. 21. The board of regents shall report to the board of education annually, and to each regular session of the legislature, the condition of the university, setting forth the receipts and disbursements, the number and salary of the faculty, the number of students, classified in grades and departments, the expenses of each year, itemized, and the proceedings of the board and faculty fully stated.

SEC. 22. There shall be appointed by the legislature, at each regular session, a board of visitors, who shall attend the annual examinations of the university and its branches, and report to the legislature thereon.

SEC. 23. The reasonable expenses incurred by the board of regency and visitation, in the discharge of their duties, shall be paid from the available university fund.

SEC. 24. That all laws and parts of laws in conflict with this act be, and the same are hereby, repealed.

Approved, March 30, A. D. 1881.

Takes effect ninety days after adjournment.

ADMINISTRATORS AND REGENTS.

In 1866 Governor Pease, under the act of 1858, appointed the "ten administrators of the University of Texas," as the law then required and designated them. The appointees were Charles S. West, George B. Erath, Henry F. Gillette, William G. Webb, Robert Bechern, Gustave Sleicher, P. W. Kittrell, William S. Glass, I. W. Ferris, and S. A. Stockdale. The number was subsequently reduced to eight, and in 1872 Governor Davis appointed as the board James H. Raymond, S. Mussina, C. R. Johns, M. A. Taylor, Hamilton Stuart, S. G. Newton, E. G. Benners, and J. R. Morris. In 1873 Governor Davis appointed a new board: Edward Degener, James H. Starr, A. H. Bryant, George W. Smyth, James W. Talbot, John W. Harris, Hamilton Stuart, and John C. Raymond.

The "board of eight university regents," as the law subsequently designated them, was the one authorized by the university act of 1881, and was appointed by Governor Roberts and confirmed by the senate, as follows: Thomas J. Devine, James W. Throckmorton, Richard B. Hubbard, Ashbel Smith, James H. Starr, A. N. Edwards, James H. Bell, and Smith Ragsdale. James Bell was appointed in place of E. M. Pease, who declined the appointment on account of his political views as to the management of the university. Col. Ashbel Smith was elected president of the board at the first meeting of the regents, held November 14, 1881, in Austin. The gentlemen who have successively been appointed for regular terms or to fill vacancies occurring in the board by declination or resignation were J. L. Camp, T. M. Harwood, T. D. Wooten, J. M. Boroughs, Lipscomb Norvel, William H. Crawford, M. L. Crawford, James H. Jones, A. T. McKinney, E. J. Simkins, George F. Moore, B. Hadra, James B. Clark, M. W. Garnett, George T. Todd, Seth Shepard, L. C. Alexander, George W. Brackenridge, A. J. Rose, T. C. Thompson, W. L. Prather, F. W. Ball, Robert E. Cowart, Armory R. Starr, Thomas S. Henderson, Beauregard Bryan, E. M. House, Frank M. Spencer, and T. W. Gregory.

Colonel Smith, as the first president of the board of regents, was most devoted to his work and active and instrumental in effecting the organization of the university. His successor, Dr. Wooten, the only member residing at Austin, has been equally zealous and efficient in the work. Regents Simkins, Harwood, Todd, Shepard, Clark, and Prather, and Secretary Wooldridge, were particularly useful, on account of their long-continued service, in pressing the claims of the university upon the legislature.

The new members, Brackenridge, Thompson, Ball, Cowart, Starr, Bryan, Henderson, and Spencer, have labored earnestly and more or less effectively in the interests of the institution. Regent Brackenridge, on account of his experience and practical suggestions, as a remarkably successful business man, has been of great benefit, not only as a member of the board, but personally, as the donor of two fine buildings and other gifts to the university. Regent Thompson is noted for the special interest he took, as the Galveston member of the board, in the medical department in that city. Regents Ball and Cowart, and the other new members coming on duty after the university got into operation, have all cooperated heartily and more or less effectively in promoting the university's general interests and efficiency, and especially the success of measures pending in its behalf before the legislature. Regent Prather made a remarkably able address before the legislative land committees in favor of the proposition to grant the regents control of the university lands. Regents Todd, McKinney, and Simkins were active in the university's behalf as members of the legislature. Regent Ragsdale was a member of the board for about a year only when he was made proctor of the university, in which capacity he served one or two sessions, and was succeeded by Regent Clark being appointed to the place. The regents as a board have been generally efficient and personally devoted to their official duties. Their general administration of university affairs has been characterized by wisdom and success.

It was mainly through the instrumentality of Regent Simkins, but actively aided by Senator Armistead and Representative Hudgins, that the State loan of \$125,000 to the university, which has been already referred to, was secured. It is proper to add that Representative Prendergast suggested the loan as a compromise of the conflicting demands of the university at Austin and the college branch at Bryan, which Judge Simkins, as a senator and regent gladly accepted, as probably all the legislature would allow at that time for the university. Dr. T. D. Wooten, as the local member and president of the regents, and A. P. Wooldridge, so long secretary of the board and resident of Austin, naturally had every opportunity for their earnest and efficient work in behalf of the university, not only in every general effort before the people and the legislature, but in all the details essential for its success. J. J. Lane, who succeeded Mr. Wooldridge

was secretary for several years, and has lately been succeeded by the regents devolving the work upon the proctor, J. B. Clark, who is now both proctor and secretary, and very efficient in the discharge of his dual duties. He was formerly librarian as well as proctor and was materially aided in his library work by his wife, a lady of fine literary attainments.

LAYING THE CORNER STONE.

The laying of the corner stone of the university, November 17, 1882, at Austin, accompanied with the usual Masonic ceremonies, was an imposing event in the history of the institution, and was witnessed by a very large assemblage. Col. Ashbel Smith, as the appointed speaker for the interesting occasion, proud of a consummation which he had most assiduously labored to accomplish, said:

We have come up together to do a great work. We have come to lay the corner stone of the University of Texas. The original of a university for Texas, of a home institution, dates back to the heroes of San Jacinto. And this university, such as the founders of Texas with a people of the present race contemplated and provided for, such an institution as the wisest and best men of to-day among us look to be here established, cements the victory of San Jacinto and consecrates that battle as one of the few decisive battles of the world, and this Texas soil, to free institutions, to virtue, and to power. Keen and fierce were often the political antagonisms of the Texans of that generation, yet on the subject of providing a thorough home university education for the youth of Texas these stern men were as one man.

The people of the State of Texas in their constitution, Article VII, section 10, do ordain and command that "the legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, * * * for the promotion of literature, and the arts and sciences, including an agricultural and mechanical department." Here are the words of the constitution; they are clear in meaning and explicit; they are mandatory; they command the legislature; they express the will of the people; they give no countenance to the conceits of individuals who presume to be wiser than the people, and to set aside their sovereign will in favor of their own plans of education. The people of Texas in their constitution ordain the establishment of a university of the first class as solemnly as they ordain the establishment of courts of justice, of common schools, and other institutions of society. There is no open question of policy. The constitution has decided this matter.

The question has been sprung whether it is not too early to establish an university of the class in question. Why, Texas has at this moment a population of nearly 2,000,000 souls—about double the population of Virginia, slaves included, at the time when Mr. Jefferson founded its university, three times the white population of all Virginia at that period.

I beg your attention to a gross error, somewhat prevalent, in regard to any university that may be established in Texas. It is that a first-class university, indeed any university, as required to be established by the constitution, will be an institution exclusively for the rich, and not for the poor. The contrary will rather prove to be the fact. An university with tuition free, as provided for by the constitution, will be in a special manner for the poor. Unless an university shall be established in our State, not only is the poor boy excluded from the education which shall give him an equal start in the great race of life with the son of the rich man, but the father possessing a moderate and comfortable competency is debarred from bestowing on his

son an university education. Where is the demagogue that dare refuse this natural right to a thorough education to a poor boy—to the children of the poor? I say natural right, for are not the public lands, and the proceeds of the sale of these lands, the rightful property of the poor as well as the rich? The University of Texas is emphatically the poor boy's university.

Some persons labor under a vague impression that there is or may be an ill-defined rivalry, opposition, conflict of interests and purposes between the university and common schools. In their deep interest for common school education they conceive a distrust and entertain a not very clear idea of opposition toward the university. In this distrust they take refuge in the notion that it is safest to perfect first our system of common schools and to postpone the university. Now, so far from there being any rivalry, opposition, or conflict of interest between the university and the common schools, the exact reverse is the fact. They are, indeed, the best friends, each of the other, and especially is it true that the university is the great and efficient practical friend of common schools. Common schools commence the supply of students for the university. They are together the complements, each of the other, of a noble system of the best education of the people.

I beg to invoke authority and experience that will not be gainsaid. Mr. Jefferson was preeminently the apostle of the people. He has left on record his opinion that the benign influences of a higher education, an university education, such as now given in the University of Virginia, such as is contemplated to be given in the University of Texas, will permeate the masses and diffuse knowledge, the blessings of the common schools, among the people. These are Mr. Jefferson's words: "Make the university as good as possible, and the spirit of education will permeate the masses, in the end securing them the highest possible attainments." Mr. Jefferson wrote his own epitaph: "Thomas Jefferson, the author of the Declaration of Independence and founder of the University of Virginia." This is his epitaph, written in the maturity of his years and wisdom, in view of the solemnity of the grave, with the fruitful experience of his university before him. "Founder of the University" is his appeal to the grateful remembrance of future ages. Let no man hereafter delude himself with the idea that he is a Jefferson Democrat when he repudiates the fundamental idea of Thomas Jefferson. Have Mr. Jefferson's lofty anticipations of the blessings to flow from the university of which he was the founder been fulfilled, or was he a deluded visionary? And are those among us who shake their heads in distrust of an university, or stiffen their necks in hostility to it, the wise counsellors of the people? Let us see. I appeal to the record, to the annual report of the University of Virginia for last year. With honorable pride, with proud satisfaction, the rector, Gen. Alex. H. H. Stuart, and the board of visitors report to the governor of the State as follows:

"The record of the achievements of the university in advancing the cause of education in Virginia and in many of her sister States must be gratifying to every patriot. Her work has been a grand one, and she has accomplished it nobly. Her influence is daily felt through more than one-half the Union. She has performed the office of the great heart of the system of Southern education, sending with strong pulsation warm and invigorating lifeblood through every part of it down to the humblest primary school."

This is experience; this is fact. Let us of Texas, then, rise above idle suspicion and ignorant distrust and gird ourselves in earnest for performing the same noble office for the grand country of the American Union south and west of the Mississippi.

The University of Texas will not merely educate a vastly greater number of students than would otherwise obtain a high education, but there goes with it an advantage that is scarcely possible to overrate. It is a home education for the youth of our State. The youth who gets his education at home is in accord, in a sympathy having the strength of an instinct, with the people of Texas; his heart beats in all its

pulses with the heart of the great mass of his fellow-citizens—with a common heart, if I may so speak, of the people of Texas. Further, a corps of young men leaving the university annually and settling in every section of the State carry with them common sympathies; they unify the people of the State—make them one homogeneous community. They unify all the sentiments of all sections, make the citizens of various sections to understand each other, to esteem each other, and all of us to feel that all our great interests are in common, one and the same, including the existence of the State, one and indivisible.

Governor Roberts, speaking on the same occasion, said:

Let our common-school system, for which an ample provision in expectancy has already been made, become fully developed; let the intermediate high schools be fostered, and let the university and its branches be more amply endowed, organized, and put into full operation as a first-class university, the guiding head of our educational system, then will this State have put on her armor to vie with other States and nations for superiority. And then, after a time, future generations will proudly point to the University of Texas as the brightest jewel in the crown of our greatness as a people and as a State.

Attorney-General McLeary made a brief address as officiating officer in the Masonic ceremonies.

ACADEMIC DEPARTMENT.

The board of regents appointed by Governor Roberts, consisting of Messrs. Thomas J. Devine, James W. Throckmorton, Richard B. Hubbard, Ashbel Smith, James H. Starr, A. N. Edwards, James H. Bell, and Smith Ragsdale, met November 14, 1881, in Austin, and after organizing, by electing Col. Ashbel Smith president, and Mr. Edwards secretary, of the board, considered the question of ways and means for constructing the necessary buildings, as well as selecting a faculty, and other matters, including provision for laying the corner stone of the university at Austin.

At this first meeting the board decided to establish as soon as practicable an "academic department," a "department of law," and a "department of medicine." The academic department was to have one professor, respectively, for the following branches:

1. English language, English literature, and history.
2. Chemistry and physics.
3. Natural philosophy, astronomy, mechanics, and meteorology.
4. Natural history and botany.
5. Mathematics and practical engineering.
6. School of mines, geology, and mineralogy.
7. Moral philosophy and ethics, and political economy.
8. Ancient languages—Greek and Latin.
9. Modern languages—French, Spanish, and German.

The only academic chairs filled by the board at that meeting, however, were—

1. English language, literature, and history, Leslie Waggener, LL. D.

2. Chemistry and physics, J. W. Mallet, F. R. S., LL. D.
3. Pure and applied mathematics, W. Leroy Broun, LL. D.
4. The Latin and Greek languages and literature, Milton W. Humphreys, LL. D., Ph. D.
5. Modern languages, H. Tallichet, A. M.

Two professors for the law department, Governor Oran M. Roberts and Judge R. S. Gould, both of whom had been chief justices of the supreme court of the State, were also appointed.

Subsequently, however, in 1883, the first addition to the faculty was made by the election of Rev. R. L. Dabney (A. M., D. D., LL. D.), of Virginia, to the chair of "mental and moral philosophy and political science," as the chair was then designated.

In connection with their first selections, the regents, after referring to the scant available funds of the university, stated in their report to Governor Roberts:

We are aware the number of professors is utterly inadequate even for a respectable collegiate institution, much less for a university of the first class as required in the constitution, as demanded by the people of Texas, and as competent to afford thorough, comprehensive instruction to the youth of Texas, and to furnish the scientific knowledge which the undeveloped resources of our great State immediately and urgently stand in need of. General equipment and material for instruction are as indispensable as professors; they are as indispensable as tools and material are to any of the mechanic arts of common life. In view of the wants just specified, the regents respectfully state that all the resources of the university already alluded to, if utilized to their utmost, are inadequate to the indispensable wants of the university for imparting instruction. This is not all. Without the equipment and the materials, and other appliances and a separate building for a chemical laboratory, the university would in vain expect or hope to present a faculty which would meet just public expectation. The professors already chosen are gentlemen eminent in qualifications and well-established reputations. The names of other gentlemen are before the board, similarly distinguished, and ready to fill the other professorships still vacant. But no gentleman worthy to teach in our university can possibly be retained or hereafter secured unless there be means furnished him to do such work as his reputation and the requirements of the university imperatively demand.

The report adds:

It would be a violation of delicacy to name gentlemen who were candidates for professorships but not chosen, and also gentlemen who are candidates for chairs hereafter to be supplied; but the board of regents deem it proper to state in general terms to your excellency that they have had before them for choice, respectively, a good number of the most distinguished scholars and scientists in America, many of them of world-wide reputation.

Among the prominent gentlemen who were not applicants but were solicited to accept chairs were Judge Cooley, of Michigan; Prof. Le Comte, of California, and Prof. William T. Harris, now United States Commissioner of Education, each at a salary of \$4,000.

Dr. J. W. Mallet, afterwards first chairman of the University of Texas, who at the time of his appointment as professor was a member of the faculty of the University of Virginia, was solicited by the regents to come to Austin, and did so to consult with them on various

subjects in advance of the opening of the university. The results of his observations and the views expressed to the regents by that distinguished educator are of such interest in connection with its initiatory proceedings that it is best to give them in his own language:

AUSTIN, TEX., *January 10, 1883.*

DEAR SIR: Having come to Austin in response to the invitation to become connected with the University of Texas, with which I have been honored by the board of regents, with the object of learning more definitely the conditions under which the institution is to be inaugurated, I have to thank you and the other gentlemen of the board for the kindness with which you have given me the amplest facilities for obtaining the desired information.

Permit me to say that in the choice of a seat for the proposed university, in the general character of the provisions made for its support in future years, in the breadth and soundness of the plans which your board has originated and by which its action so far has been guided, and in the personal and professional character of all the gentlemen who so far constitute the administration and teaching staff of the important institution to be soon put in operation, you have secured the chief conditions for the attainment of such real success as will be at once recognized by all intelligent friends of education throughout the country.

Allow me, however, to say also, frankly, that one point seems to remain in unsatisfactory form. It is impossible to overrate the importance of the University of Texas making a good beginning of actual teaching work. If at the outset the impression be made upon its first students and the public that the institution is not prepared to do thorough work within such scope as it professes to occupy; that its efficiency is among the possibilities of the future, but not among the realities of the present, long years may, and probably will, pass before this evil reputation can be shaken off, and the confidence of the people of Texas be secured. In order to actually do good work from the first, very considerable expenditure will be needed for the material equipment of the several departments of instruction, the provision of a working laboratory, apparatus, specimens, diagrams, books, and lecture appliances, as well as for many general expenses incident to the commencement of activity in such an institution as is contemplated. A wise provision of law prevents, as I understand, the use for such purposes of any of the permanent fund of the university. Only income can be used. The design of the lawgivers of Texas, that the proposed university shall be free to all the people of Texas, precludes the possibility of obtaining the necessary means from tuition fees. Such means must come from the State herself for the benefit of her children, and the income from the present will not suffice. If your board can obtain from the legislature such additional endowment as will provide, not necessarily for all the work the university may be able to do in the future, but for the really essential equipment for the commencement of work in an institution of learning of high grade, a university in fact and not merely in name, I believe that your success is thoroughly insured so far as human preparation can make it so. If, on the contrary, a false or a feeble start be made, grave doubts must be felt as to the attainment of any such success as will satisfy the people of Texas, at any rate within such time as the present generation is concerned with.

I have the honor to be, sir, very respectfully, your obedient servant,

J. W. MALLET.

Col. ASHBEL SMITH,

President Board of Regents, University of Texas.

The members of the new faculty of the academic department, or *most of them*, soon after their appointment met in Nashville, Tenn.,

where, in company with Col. Ashbel Smith, as president of the board, they went to consult as to the best methods for putting the academic department into operation and the curricula of studies to be adopted. Dr. Humphreys and Dr. Broun, of the new faculty, lived in Nashville, where they were professors in Vanderbilt University; and one object of the meeting there was to afford Colonel Smith an insight into the methods, appliances, and advantages of that recently established but well-endowed and finely equipped and popular institution, as some index to the requirements of the new university in Texas.

LAW DEPARTMENT.

This department has been an integral part of the university from the first, having been organized at the same time as the academic department at Austin. It has been a great help to the university. It has attracted, as a general thing, a more mature class of students, and its graduates have uniformly been instrumental in turning toward the university students who desired collegiate learning. This department has not only been advantageous to the university, but it has, it is believed, been of signal service to the State. It has kept in Texas a large number of young men who would, in all probability, have gone to other States for their professional training. They have been educated by professors familiar with Texas jurisprudence, and when graduated they have naturally carried with them a respect for the laws of the State and a pride in its history and in the achievements of its people that it would be desirable to instill into the hearts of all its citizens.

ENGINEERING DEPARTMENT.

The "school of engineering," which was originally in charge of Prof. A. V. Lane, was but a few years ago reorganized as the "department of engineering," mainly at the suggestion and through the efforts of Professor Taylor, the present head of the department, who, like his predecessor, has been quite successful in his recommendations of graduates for railroad service and other engineering work.

MEDICAL DEPARTMENT.

The act of February 11, 1858, establishing the university, provided, among other things, for "instruction in surgery and medicine," and the act of March 30, 1881, required that "the medical department be located separate from the university proper, if the vote of the people so determined." The vote resulted in its location at Galveston. The expense, however, of putting the main university into operation at Austin and the large grants from the university fund which the legislature continued to bestow upon the Agricultural and Mechanical College at Bryan seemed to preclude the possibility of an early organi-

zation of the "medical branch of the university," as the legislature termed it, till the subsequent offer of grounds and buildings for its uses by the city and some of the citizens of Galveston, backed by the earnest efforts of Hon. Walter Gresham, of that city, as chairman of the house finance committee, stirred the twentieth legislature to action, resulting in the adoption of the following provisions in the general appropriation bill passed at the special session (general appropriation act May 17, 1888):

As a loan to the available fund of the University of Texas, to be placed to the credit of said fund out of the indemnity fund now in the State treasury, and to be paid to the State out of the revenues of the university on or before January first, nineteen hundred and ten, without interest, one hundred and twenty-five thousand dollars, of which the sum of fifty thousand dollars is hereby appropriated and set apart to be used in the construction of buildings for the medical branch of the University of Texas, at the city of Galveston: *Provided*, That the said city of Galveston shall donate to the University of Texas block six hundred and sixty-eight in said city, to be used for the medical branch of said institution: *And provided further*, That the executors of the estate of John Sealy, deceased, shall agree to construct on said block, at a cost of not less than fifty thousand dollars, a medical hospital, which, when completed, is to be donated to the medical branch of the University of Texas, and to be under the control of the board of regents of said university: *Provided further*, That this loan shall be in full payment and satisfaction of all claims of the University of Texas against the State of Texas for moneys drawn from the university fund by said State.

Even this concession as a loan was barely gained by combinations forcing an all-around compromise of conflicting interests of the medical college and main university and the old claims of the university.

Commenting on this action of the twentieth legislature in connection with the university claims, amounting with interest to \$431,188, against the State, the regents in their third biennial report to the governor, December, 1888, say:

Of this amount it was calculated that the items of interest and the amount misappropriated by the legislature to the Prairie View School would be allowed. These amounts (\$302,633.55) would have enabled the regents to finish and equip the main building at Austin and finish and equip the building for the medical school at Galveston.

It will be noticed that it is distinctly admitted that moneys were drawn from the university fund by the State, and as the correctness of the statements in regard to the amounts of the respective claims has never been questioned, the supposition is reasonable that these amounts were found, upon examination, to be as given by the regents to your Excellency. It remains, therefore, that the legislature has paid a debt of \$431,188.85 by a loan of \$125,000. Moreover, the provision that "the loan shall be in full payment and satisfaction of all claims," will, perhaps, be construed so as to cut off the university from asking an equivalent for the navigation lands, for the lands in conflict in Grayson and McLennan counties, and for the money drawn from the university fund to pay clerks in the departments. This being the case, the regents are shut off from all sources from which they can secure an immediately available fund, except another loan. They, therefore, respectfully ask that a loan of \$200,000 be placed to the credit of the available fund of the University of Texas on



MEDICAL COLLEGE, GALVESTON.



the same terms as the loan of act approved May 17, 1888, of which \$125,000 is to be used in finishing and equipping the main university building at Austin, and \$75,000 in finishing and equipping the medical school building at Galveston.

One reason for hoping that the State would make this loan, say of \$200,000, was based on the fact that the State had received nearly \$1,000,000 indemnity money from the Federal Government for frontier defense.

Following the action of the twentieth legislature, all the last legislature would do for the university was the adoption of the following, in the general appropriation bill, approved April 8, 1889:

"For the support and maintenance of the State University, all of the available fund to be under the control of the board of regents, less the appropriation herein made for the Agricultural and Mechanical College, for purchase of grounds in the city of Galveston for the location of the medical branch of the University of Texas, the sum of twenty-five thousand dollars, to be paid out of general revenue, or so much thereof as may be necessary: *Provided*, The city of Galveston, or its inhabitants, shall donate the sum of twenty-five thousand dollars to be used in addition to the fifty thousand dollars heretofore appropriated by the State for the construction of buildings for said medical branch at the city of Galveston.

"For support of the university out of the general revenue: *Provided*, The university spend an equal amount out of the available university fund for completing and furnishing the university building at Austin, twenty-five thousand dollars."

The regents promptly arranged for the early organization of the medical department as soon as the buildings could be completed, and on as substantial basis as the outfit provided admitted. The buildings have since been finished and well equipped. The recent gift of the Brackenridge dormitory, and the improvements of the college, and the hospital provided by the John Sealy heirs have added largely to the general advantages of the medical department of the university.

A most notable feature in connection with the hospital is the ladies' training school for nurses. They have supreme control, in harmony with proper regulations, of the nursing of all white patients, both ward and private, and are discharging such duty most efficiently and satisfactorily to the management. For their special benefit a course of lectures was inaugurated, embracing such topics in medicine as are necessary for a trained nurse's education. This auxiliary alone is calculated to give important prestige to the institution. It can not be otherwise with such prominent and enterprising ladies as are at the head of the movement: Mrs. B. Adoue, Mrs. R. B. Hawley, Mrs. J. G. Goldthwaite, Mrs. George Ball, Mrs. S. Hartley, Mrs. George Sealy, Mrs. J. H. Hutchings, Mrs. W. F. Ladd, Mrs. M. Kopperl, Mrs. John Sealy, Mrs. Andrew T. Mills, Mrs. Walter Gresham, Mrs. Aaron Blum, Mrs. Robert Irvine, Mrs. P. J. Willis, Mrs. J. C. League, Mrs. Charles Fowler, Mrs. George Mann, Mrs. L. Fellman, Mrs. W. Zeigler, Mrs. T. J. Groce, Mrs. J. F. Roecke.

The institution is fairly complete in its outfit, is in charge of a lady superintendent appointed by the university regents, and is a great desideratum for the college as a medical branch of the university.

The following brief review of the medical department was contributed by the late Dr. T. C. Thompson, one of the university regents:

GALVESTON, TEX., *February 23, 1895.*

When the medical college was built at Galveston four years ago the city of Galveston contributed a block of ground for hospital purposes, and the old city hospital, and \$25,000 in money, a total gift of about \$100,000; and through private generosity the John Sealy Hospital, costing about \$75,000, was added. To this sum of \$175,000 the State contributed \$25,000 for the purchase of the adjoining block of ground and \$50,000 toward the construction of the college building. The entire plant as it now stands, including the improvements and equipments, represents something over \$300,000, considerably more than half of which has been acquired to the State, without cost, from private source and from the municipality of Galveston.

The twenty-second legislature authorized the board to open the school, and appropriated \$74,000 for the payment of salaries of professors, demonstrators, and employees, and for the maintenance of the various departments.

The twenty-third legislature appropriated \$62,400 for recurrent salaries of the various officials and for general maintenance and support.

The school, thus established and moderately equipped, stands to-day at the very front of medical institutions of the South and West, and is widely recognized as one of the most worthy and reputable medical colleges in the United States. Frequent commendatory notices in various publications and complimentary expressions from many sources attest the truth of such a claim. Nor is the school to be compared to the prophet in the proverb—"never without honor save in his own country," for the classes, increasing slightly in the second year of the school's existence, have during the last two sessions grown to a number six or seven times as many as during the first and second sessions.

A better idea of this rapid growth may be had when it is stated that whereas in its first year the attendance of the school was almost the lowest in the United States and Canada, it to-day ranks thirty-sixth in attendance in the group of more than 120 medical schools of this country and Canada.

Nor are the schools which have thus rapidly been passed in growth inconspicuous and unworthy of regard. Their number includes such well-known institutions as the medical departments of Yale University, Dartmouth College, Johns Hopkins University, of Baltimore; University of Georgetown, University of Virginia, University of California, Western Reserve University, of Cleveland; University of Colorado, Medical College of Virginia, of Richmond; Medical College of South Carolina, of Charleston; University of Buffalo, University of Missouri, and many others of as excellent reputation. All of the institutions which outrank this school in attendance are much older, many several generations older, some a century and a half older; many have much lower requirements, and therefore attract a large but low-grade class of students, but none can point to the same percentage increase in the last one or two years.

That such phenomenal growth has not been attained at the expense of the standard of requirements may be argued by the fact that of numerous applicants for advanced standing, coming from various medical colleges, but one person succeeded in attaining the grade sought in the Texas school upon examination; while of an equally large number of students from the school at Galveston seeking entrance to advanced classes in other schools (among which were the University of Pennsylvania and the College of Physicians and Surgeons, of New York), not a single individual is known to have failed.

In the statistics of medical institutions published last year by the board of health of the State of Illinois this school is shown by the proportion of graduations to

matriculations to have maintained with unusual strictness the established requirements.

From such considerations as the above, aside from their personal knowledge of the excellence of the work accomplished by the school, the regents of the university feel that they may point with pride to the medical department, and further that they are abundantly sustained in the belief that within a few years the school will be generally accepted as one of the really great medical institutions of the land, both in point of attendance and of reputation.

It may be added here that the school is open for women upon the same terms as men, and that this year for the first time the privilege has been accepted by female students.

The last appropriation was too small to permit many additions to the equipment of the department, owing to the rapid increase in the number of students. At present it is with utmost exertion that the class can be accommodated in the different laboratories, and many complaints are heard of insufficient accommodation, especially in the clinical and operative departments.

The number of students for the present session is 183. It will be an utter impossibility to provide for the rapidly increasing class, unless there be added a moderate amount to the permanent equipment in apparatus, chemicals, etc., aside from the urgent requirements for enlargement of laboratory and clinical room.

Much of the remarkable growth of the school is unquestionably due to the fullness and excellence of the practical instruction in the various laboratories. It is largely this feature of teaching which distinguishes the higher grade medical schools from the common medical "diploma mills." It is, too, to the work done in the laboratories that the greatest contributions to medical knowledge are due in recent years; it is the laboratory physician who is intrusted with the minute study of the causes of disease for the purpose of discovering means of combating them. All over the world at the present time the wonderful success of the new preventive and curative antitoxin of diphtheria is being lauded. It was only after years of patient and continuous laboratory work that this was accomplished, but the result in the saving of human life ought to justify the expense of all the laboratories in existence for all time to come.

From the laboratory Pasteur, Koch, and other renowned scientists, by their investigation and researches, have made all the recent great strides in medical science. The alleviation of pain, the relief to suffering humanity, and the eradication of contagious diseases, such as yellow fever, rabies, diphtheria, smallpox, cholera, etc., have and will have to come through the patient devotions and intelligent skill of the laboratory savant.

In the selection of a faculty the chief aim of the regents was merit and qualifications, regardless of locality, as the worth of all schools is measured by their teaching capacity; ordinary teachers make ordinary schools, good teachers good schools, and the value of good teachers is held at a premium all over the literary world.

Practitioners of medicine are, as a rule, not good teachers. The two branches, practice of medicine and teaching, are widely different. The teacher must be cultured and trained in his vocation, as all knowledge is allied or kindred, and to teach well any branch of knowledge one must be liberally educated.

The professors are nine in number, teaching the nine fundamental branches of medicine and pharmacy. All must be filled and taught or else there can be no medical and pharmaceutical school. These chairs are anatomy, chemistry, physiology, materia medica, pathology, surgery, obstetrics, practice of medicine, and pharmacy. Each professor, excepting one, is employed without term, and all are subject to promotion, demotion, removal, or resignation, as the regents may deem for the best interest of the school. None of the assistant teachers or supplemental lectureships are filled by salaried teachers, excepting a demonstrator each in anatomy, physi-

ology, and pathology, in which chairs the labor of making experiments, of vivisection, of performing autopsies, of making microscopic specimens, and of preparing, preserving, and dissecting dead bodies requires at least this amount of assistance to professors. Other medical schools have usually a large paid corps of special lecturers, but in the school at Galveston the nine special lectureships are filled without pay by gentlemen generous and interested enough to undertake this extra work without remuneration.

Salaries paid by numerous other so-called schools are not to be contrasted or compared to a high-grade college of the university of a State. These so-called medical schools, under a high-sounding name, are nothing more than an association of physicians for their own personal or pecuniary advancement.

They hold lectures in their offices, or a barn, and take any fee the student is able to pay, and promise any and all diplomas, regardless of qualifications.

The salaries of professors are from \$2,000 to \$3,000 a year, lower than in other schools of the same character or standard, as the following tabulated list will show:

| Name of college. | Number of professors. | Salaries paid professors. |
|---|---|---------------------------|
| University of Pennsylvania | 31 professors and 86 assistant professors | \$2,500-5,000 |
| Medical department, University of Minnesota. | 28 professors and 1 assistant professor | 3,000 |
| College of Physicians and Surgeons of the City of New York. | 32 professors and 48 assistant professors | 2,500-6,000 |
| Jefferson Medical College, Philadelphia. | 19 professors and 28 assistant professors | 6,000-8,000 |
| Kansas City Medical College | 14 professors and 5 assistant professors | 3,500-5,000 |
| University of the City of New York | 23 professors and 23 assistant professors | 3,000-6,000 |
| Tulane University, of Louisiana | 10 professors and 19 assistant professors | 3,500-5,000 |
| University of Virginia | 12 professors | 3,000 |
| University of Louisville | 10 professors and 6 assistant professors | 3,000-4,000 |
| Johns Hopkins University, medical department. | 9 professors and 7 assistant professors | 4,000-5,000 |
| University of Michigan, Ann Arbor | 15 professors and 10 assistant professors | 2,500-4,000 |

^a And furnished house.

After urging upon the legislature the importance of providing for certain improvements for the college, Dr. Thompson adds:

In addition to these requirements and suggestions, the attention of the legislature is earnestly called to the desirability of an anatomical law, legalizing dissecting and autopsy making in chartered medical institutions, and making it lawful for county and municipal authorities to transfer to such institutions for scientific purposes unclaimed bodies requiring pauper burial. It is urged, too, that vivisection for purposes of investigation and demonstration in such institutions be legalized.

Inasmuch as the State of Texas has provided for the medical education of such of its citizens as may hereafter desire to practice medicine and surgery within its limits, and, too, at a cost to the individual much below what would be incurred elsewhere, it is suggested that a law be enacted requiring that each person so desiring to practice medicine and surgery in the State of Texas show evidence before an appropriate board or boards of examiners of having pursued a course of study at least as complete as provided in the medical department of the University of Texas; that a similar law be enacted covering the practice of pharmacy, and that in the provisions of such law the regular graduates of the medical department of the University of Texas in medicine and in pharmacy be exempt from examination at the hands of such board of examiners before registration for practice.

The constitution of the State is specific in its requirements of establishing a university of the first class only. In furtherance of this policy the legislature authorized the regents to inaugurate the medical department, and made appropriations approximating the estimated expenses. The wisdom of the policy of the State in liberally

endowing its educational system, from the free school to its capstone—the university—is recognized as most conducive to the development and growth of the intellect and genius of the country, and while there is some complaint in providing for professional education it would be manifestly unjust to limit or exclude from the benefits arising from the wisdom of this policy any branch of learning—arts, literature, philosophy, law, or medicine—needed to make a complete university.

In the great domain of science you can not educate a civil or electrical engineer like Edison and refuse to educate a chemist like Pasteur or Koch. You can not make a geologist and refuse to make a pharmacist, nor make a teacher, machinist, or lawyer and refuse to make a doctor. It is at variance and in conflict with the letter and spirit of our constitution, which provides for all seeking any branch of knowledge a university of the first class.

The appointment of Dr. Thompson as one of the regents of the university and his efficiency as a physician in especially watching and serving the interests of the medical department illustrate the importance of having special features of administration of the university represented by members on the board particularly qualified for such service. Dr. Thompson was a graduate of the Jefferson Medical College of Philadelphia, was a native of Texas, and served as a surgeon in the Confederate army. He was sixty years of age and had been ten years a regent of the university.

ADDITIONAL IMPROVEMENTS.

Since this statement was furnished the college has been made the beneficiary of the Brackenridge dormitory, and the improvements for the college and hospital provided for by the recent donation of the Sealy heirs, Mr. John Sealy and his sister, Mrs. Waverly Smith. The main college building was erected under improved plans designed by the architect, Mr. Clayton, after visiting the medical colleges in New York, Philadelphia, and other places, mainly upon the plans of the college of Philadelphia. In his report to the university regents Mr. Clayton states that he found very few medical colleges had the advantage of having their hospitals on the same grounds with the college buildings, an advantage upon which the professors of such colleges laid great stress.

Chapter VIII.

THE UNIVERSITY IN OPERATION.

INAUGURAL EXERCISES AT AUSTIN.

The academic and law departments having been organized under authority of the regents, the university was formally opened in the main university building, then still incomplete, in which the public inaugural exercises were held September 15, 1883, in presence of a large audience of citizens of Austin and other parts of the State. As on the occasion of the laying of the corner stone, November 17, 1882, Hon. Ashbel Smith, first president of the regents, was the principal speaker, and was followed in addresses by Dr. Mallet, chairman of the faculty, and by Governor Ireland and others.

Colonel Smith reviewed the facts in the history of the university and elaborately presented the advantages to be derived from the establishment of so important a State institution. Professor Mallet briefly responded on behalf of himself and associates of the faculty in accepting the duties imposed on them, and in the course of his remarks took occasion to add:

During the fifteen years I was associated with the University of Virginia, one of the oldest of the States, no brighter minds nor more upright characters came there than those from the new State of Texas.

Governor Ireland welcomed the faculty to their new duties, alluding to the splendid reputation they bore, and adding:

To you is intrusted the high and sacred duty of molding the young intellects of the students of the university for the battle of life. A false step, the neglect of some small duty on your part may prove the ruin of one of these young men or women.

His address concluded as follows:

Ladies and gentlemen, I congratulate you and all the people of Texas on this consummation of the event looked to by the Congress of the Republic of Texas forty-four years ago; and if those of our descendants who may stand here forty-four years hence shall feel that we have done as much for them as our fathers did for us the contemplation of such a future should cause us to rise to the full measure of our manhood in this enterprise. So far as the present executive is concerned, the university will have his earnest support, and he here now pledges to the faculty and the board of regents, and to these young ladies and gentlemen, the discharge of every duty that his trust imposes upon him, hoping at the same time that the multitude of children in the State to whom we owe an education may have no just grounds for complaint against those who control the destinies of this institution.

A feature added to the occasion was the presentation of a bust of ex-Governor Roberts, then one of the law professors of the university, which was made and presented by Elizabeth Ney, and was alluded to in the presentation address by Mr. Dudley Wooten as the "work of a woman of genius, and a fitting tribute for the university to preserve to perpetuate the memory of one of the greatest patriots and statesmen of Texas." It was accepted in appropriate terms, on behalf of the university, by Col. Seth Shepard, one of the university regents. Governor Roberts was called for, and as he rose to respond was enthusiastically greeted. He said he could have wished to be absent from a scene so personal to himself, but, as had always been his custom, he was at his post of duty. He desired to add that if he could now, in the evening of his life, do anything to build up this great institution he will have consummated the highest aspiration of his manhood.

The regents and faculty were all seated on the platform, on which also were many other prominent gentlemen.

THE FINANCIAL OUTLOOK.

At the first meeting of the regents, which was held November 16, 1881, State Comptroller Brown laid before the board a succinct statement showing that there would be in the State treasury January 1, 1883, cash funds amounting to \$37,024.12, belonging to the university, and State bonds, substituted for United States bonds used by the State, \$134,472.26, referring to which and the general condition of the university's affairs the regents say:

It further appears from the comptroller's report that there has been an important misconception as to the amount of available university funds on hand. The late comptroller (Mr. Darden) in his report for the year ending August 31, 1880, on the university fund, arrives at the conclusion and so states, that in justice there should be subject to appropriation by the legislature as available university funds \$185,385.27.

The regents add:

From these reports it appears that instead of there being in the treasury at this time \$185,385.27 available funds of the university, there are only \$37,024.12 available and subject to the order of the board of regents, which amount includes interest up to January 1, 1883.

This was certainly not a very flattering exhibit for inaugurating a "university of the first class," as originally contemplated, especially as the \$134,472.26 consisted of bonds which had been "marked as bonds of doubtful validity," as referred to by Judge Terrell. It is a singular fact, too, showing how little regard had been paid to the affairs of the university, that its two funds had been kept merged so long into one account—"university fund"—that it was difficult to separate them, so the regents could know what was the actual amount available for the university. Notwithstanding all these difficulties the university was

finally established by the erection of such quarters as the means at command allowed, trusting to its future resources and the liberality of the State for its maintenance.

THE MAIN BUILDINGS.

The university as now constituted occupies the center of a square of 40 acres of ground in the northern portion of Austin, near and in full view of the State's new and magnificent capitol. The site was reserved for the university, as already stated, by the Republic of Texas in 1839, when Austin was selected as the seat of government. At first there was but one structure put up on the grounds, the main university edifice, the west wing only of which was constructed when the institution was first opened to students in 1883.

The grand central section was barely completed in September, 1889, and no certain provision was made till 1897 for building the east wing on account of other demands on the university's resources. As recently finished, the entire structure has cost about \$200,000, making it with its general equipment one of the finest and most complete educational edifices in the South, if not anywhere in the country. The center is particularly beautiful in design, with wide corridors, high rotundas, artistic towers, and bright, airy, and spacious rooms and halls. The grand auditorium and galleries seat fully 2,000 persons. The library hall is quite large—68 by 100 feet—and is admirably lighted and ventilated. The building has been constructed with reference to all modern conveniences, some of which have not yet been added for want of means. The faculty and students, however, seem delighted with the spaciousness of its grand apartments, and the citizens of Texas, and Austin especially, are almost as proud of their university as they are of their splendid capitol.

In the grand central building directly over the library room and of about the same dimensions is the principal assembly hall for annual "commencement" exercises and other important public occasions. This hall is provided with over a thousand folding chairs of opera pattern, fixed in rows of increased elevation on the inclined plane of the floor, and facing the speaker's rostrum at the north end of the hall, which is entered from the great rotunda of the chief edifice. A large gallery over this entrance, the liberal space allowed for the speaker's platform, and a considerable area left vacant for standing room in the rear of the auditorium seats admit of a large addition to the audience. On either side of the platform are cosy little rooms, entered either from the main aisles or from the platform, and affording full view of the speakers and the audience, intended for the special accommodation of the governor of the State and other distinguished guests; and directly over these and easily reached are similar rooms, which serve as commanding perches of observation for the use of the press repre-

sentatives. The roof is a high arched truss, and numerous large windows extend almost to the height of the walls and some of them down to the floor, affording splendid light and ventilation.

The entire building fronts to the south, with a length from east to west of 280 feet. The depth from north to south is 149 feet, without including measurement of the central porticoes. The central structure is 48 feet front by 95 feet deep, and each wing is 126 feet long by 93 feet deep. The whole structure is four stories in height; the basement 12 feet high; first floor, 16 feet; second, 15; and third, 14 feet. The basement extends 7 feet above the grade line, with an area all around, so as to afford light and ventilation. The basement is of stone and the superstructure walls are of brick. The exterior walls are hollow, to prevent dampness entering the building, and the entire exterior is faced with pressed brick. The trimmings to all the openings are of cut stone and decorative tiles. White molded brick are also used for decorations. The cornices are galvanized iron, and the steep parts of the roof are covered with slate and the flat decks with tin. The several towers are of different proportions, but all imposing and artistic in design, and beautifully ornamented with varicolored slate and wooden moldings. The building is practically fireproof, by means of double floors bedded between with mortar, and the use of iron lathing for all ceilings. The entrance porticoes are of stone with cast-iron railings and supports, and the floors of the halls are laid with encaustic and marble tilings of varied patterns. All the halls and rooms are wainscoted to protect the plastering. Especial care has been taken to perfect the lighting in every department and to have the light enter the lecture and recitation rooms over the student's left shoulder as he sits facing the professor, whose platform is slightly elevated against a solid blank wall, unbroken by doors or windows. Double ventilation flues are introduced for counter circulation to keep the air pure and fresh both ways, while a complete system of steam heating supplies ample warmth during the cold season. Provision is made for gaslight, or electric lighting of the whole building, which is supplied with ample sewerage and water facilities and other conveniences. An elevator for access to the higher apartments is provided as a special desideratum for the lady students.

The exterior appearance of the structure is specially imposing. The center building is higher than the wings and is topped with a mansard roof, the highest point of which is 76 feet from the ground. In the front is the main entrance, portico, and porte-cochère, through which one enters the chief vestibule in the main tower, which has a total height of 140 feet from the basement. The top story of this tower is provided for an immense clock facing on four sides, to be run by electricity and sounding the hours to regulate recitations and other exercises. The wings are similar in design, each having an

entrance portico and a tower, the top of which will be 100 feet higher than the first floor of the building. The effect of the whole is grand, and constitutes the building a fitting monument to remind posterity of the high estimate placed upon education by the founders of a great empire State. The interior arrangements are almost perfect, scientifically combining convenience of communication between the different departments with economy of adjustment, and so locating the several classes that kindred branches join each other and are grouped in the different wings. The building is cut through the center from south to north by a corridor 16 feet wide, which is crossed by another corridor 14 feet in width, connecting the east and west entrances, thus obtaining four main entrances, while a cross hall separates the north projection from the main building, and provides two more entrances. A dressing room where young ladies can arrange their toilet, and place their cloaks and bonnets, is provided. In the center building are located the meeting room of the board of regents and secretary's office, to which a fireproof vault is to be attached; also the faculty room and president's private office and reception quarters, and the proctor's, registrar's, and other business offices. In this building also are a number of professors' studies, cloakrooms, the two grand stairways to the upper floors, and rotunda galleries. The wings are similar in plan, having each an entrance hall, vestibule cloakrooms, professors' rooms, and five large lecture rooms on each floor. Ample provision is made for rooms for the law schools, the school of pedagogy, and the physical, geological, and other branches of the academic departments, and for the literary societies of the university. There are 9 lecture rooms and 30 class rooms, besides the chapel and literary society rooms—altogether 50 rooms in the entire building. An entirely separate building has been provided for the school of chemistry at a cost of some \$20,000, exclusive of equipment. The boys' mess hall, the gift of Regent Brackenridge, cost, with furnishing, about \$20,000.

THE MEDICAL COLLEGE.

The medical college building was constructed by the State and is used in connection with the John Sealy Hospital as the medical department of the university. It has a frontage on the Gulf strand, between Ninth and Tenth streets, of 200 feet. There is a breadth of 70 feet for the main building and circular wings, with a central projection and portico extending 20 feet on the front and a staircase and boiler room projection in the rear on the bay front extending 40 feet, making a total width of 130 feet. The length of the structure is 92 feet; the height of the central pavilion, 102 feet; the height of the boiler and general workrooms is 48 feet, and the smokestack connecting with the same looms up to 105 feet. The building is in the

modern plan of romanesque design, the same which has been adopted by the most eminent American architects in their best designs for collegiate and public buildings. The leading features of the exterior are the massive round arches, projecting pilasters, and circular buttresses terminating the principal angles. There is also an arcade of small windows which form an effective finish for the circular wings and main front. The building is elevated upon a basement 12 feet high, which is made up of colossal piers and arched constructions, and the foundations consist of heavy isolated pieces. This is a plan adopted by the architect, Mr. Clayton, in the construction of some of the largest buildings in Galveston, and it is a plan that has been approved by leading architects in Chicago and other localities where the surface foundations are of similar character. The basement is used for a boiler room, cauldron, and tank for keeping cadavers. These are carried by a dumb-waiter to the dissecting room on the third floor. An elevator connects the basement with the other floors. The main interior staircase also leads down to the basement, which is tiled in the principal part and paved in the others. Under the main entrance porch there is a porte-cochère for carriages and other vehicles.

A spacious flight of steps leading to an ornate portico gives direct entrance into the main or first floor of the building. Opposite the principal entrance and through a broad corridor extends the grand staircase, giving access to the other floors. Across the hallway is another large corridor running east and west through the building which opens into a lecture room for chemistry. This is in the circular wing in the west flank of the building, and is connected with spacious compartments for use as a chemical laboratory. The divisions on this floor consist of offices for the dean, provost, and professors. The second floor contains the two principal lecture rooms; one in the west flank for physiology and materia medica and the other in the east flank for anatomy. They are built in amphitheater form and have a dimension of 56 feet in width and 48 feet in length, the projectures from the main building being 36 feet in height. The estimated seating capacity for each is 300. Light and ventilation are furnished by an arcade of windows above the seats. The ceilings of the lecture rooms are curved with a view to securing proper acoustic properties. The amphitheater form of these lecture rooms produces an effect upon the external design of the building which is both striking and pleasing as well as novel and attractive. The vacant spaces underneath the seats are used for the models in physiology and for a museum of anatomy. This story also contains the private rooms of the professors of chemistry, physiology, anatomy, surgery, obstetrics, and pathology, as well as the experimental rooms in photography, microscopy, and bacteriology. The third or top floor contains the general dissecting room, which is 36 by 83 feet and is 24 feet high. It has a curved ceiling and

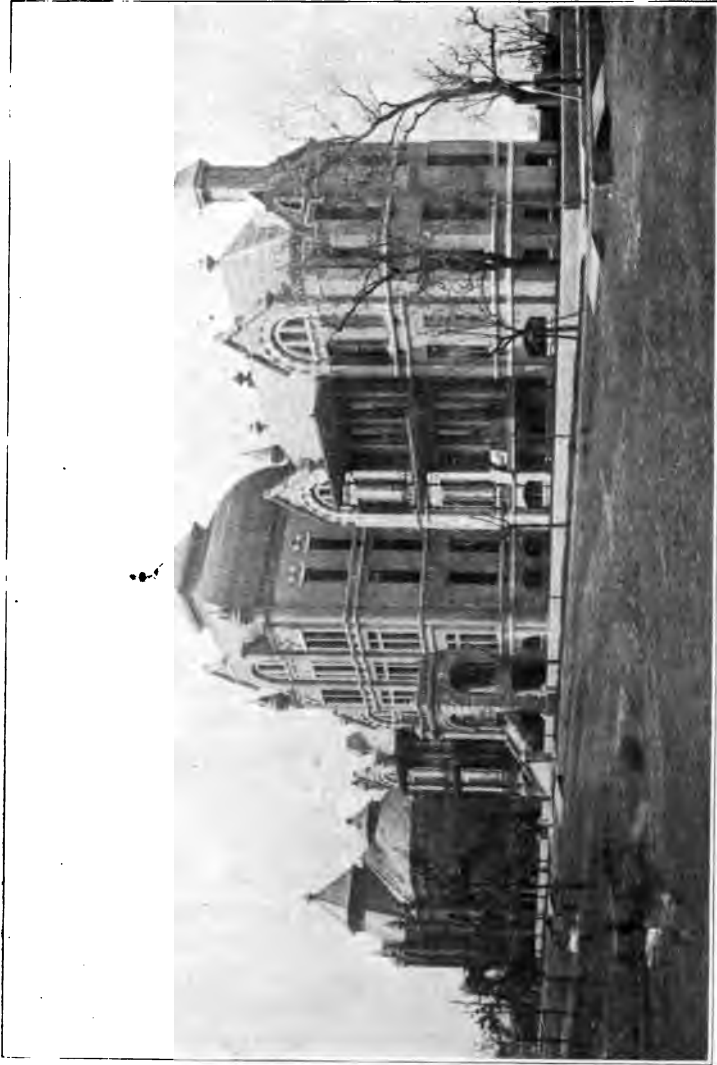
its longest front faces south, giving abundant light. There are 26 dissecting tables in this apartment, and the dean's lecture room and assistants' rooms adjoin.

At the east and the west end of the dissecting room are lavatories and wardrobes for the especial use of the professors and students. The upper portion of the amphitheater of the lecture room can be entered on this floor, as well as from the story below. The central façade of the main building is surmounted by an improved pavilion roof, which adds greatly to the architectural beauty. Pressed brick has been used in the construction, large quantities having been laid in a zigzag course, producing an artistic effect. The roof is slated in stones of blue and green, and artificial red sandstone has been used for columns, sill courses, hoods of arches, and other decorations. Polished columns of red Texas granite adorn the entrance, and encaustic tiles are placed on the front porticoes. The interior is finished off in native woods, principal among which the Texas pine and cypress predominate.

THE SEALY HOSPITAL.

The John Sealy Hospital, connected with the college, is a large, substantial, and costly, but old-time establishment, which is being finely improved and modernized in its advantages by means furnished by the heirs of Mr. John Sealy, the founder of the hospital, who died many years ago and left it with discretionary power in the executors of his estate to devote it to charitable purposes. It was accordingly transferred as "the gift of John Sealy to the city of Galveston, for the benefit of humanity and science," as inscribed on the building, and subsequently the city, with the approval of the change by the Sealy executors, transferred it to the State for the university, the city reserving certain representation in its management and benefits under a lease from the university regents, and "the State, through the regents, reserving the right at any and all times to enter upon the premises and to alter or improve them at the State's expense, the better to make the hospital subserve the purposes of a medical college hospital to the medical department of the State University, provided that in so doing the use of the premises by the city for the purposes declared in the lease shall not be materially interrupted or impaired."

The donation from the Sealy estate to the city of Galveston was on condition that the city would donate the south half of the city hospital block for a site and agree to conduct a hospital thereon. The city, after formally accepting the donation, and with the assent of the Sealy executors, offered the State the Sealy Hospital, and the old hospital buildings therewith, upon condition that the legislature would agree to appropriate the sum of \$50,000 toward the erection of the medical department building of the university in Galveston. The legislature accepted the proposal and made the appropriation as asked.



JOHN SEALY HOSPITAL, GALVESTON.

At the next meeting of the legislature Galveston offered to donate \$25,000 upon condition that the State would appropriate a like sum for the college. This proposal was accepted, and the State purchased the block of ground required for the college site, the city's contribution being applied toward completing the medical college building. The furnishing and equipping of the hospital was done by the city of Galveston, and contributions were made by citizens of Galveston of some \$6,000 to \$7,000 for the equipment of "The Texas Medical College and Hospital," which was the title of the medical school then being conducted in Galveston.

As shown, the amalgamation of the Sealy Hospital with the medical department of the State University results indirectly from the provision in the will of Mr. John Sealy, of Galveston, who bequeathed the sum of \$25,000 for "charitable purposes," to be applied in the discretion of his executors, followed by further action of Mr. George Sealy, as executor, and Mrs. John Sealy, as executrix and principal legatee, in extending the provisions of the will by further grants, altogether aggregating about \$75,000, from the estate.

The hospital was leased by the university regents to the city of Galveston (now about ten years ago) for twenty-five years, at the nominal rent of \$1 per annum, the property to be used exclusively for hospital purposes and to be known as the John Sealy Hospital, and the city to provide for equipping and maintaining it as a first-class hospital during the term of twenty-five years, free of cost and expense to the State of Texas, and "the city to furnish all the facilities that the hospital may afford for the legitimate clinical and other teaching of the students attending the medical department of the university, and also to place at the disposal of the faculty of the medical department, as far as may be required by the faculty, for dissecting, pathological, and other purposes of instruction, the dead bodies of all charity patients who may die in the hospital and of which the city may have the right of disposal."

FIRST UNIVERSITY FACULTY.

The members of the first faculty of the university were Profs. J. W. Mallet, William Leroy Broun, Leslie Waggener, M. W. Humphreys, and R. L. Dabney, of the academic department, and O. M. Roberts and R. S. Gould, of the law department. The following statement shows their professional record up to the time they were appointed to their respective chairs in the University of Texas:

Prof. J. W. Mallet, A. M., M. D., LL. D., Ph. D., F. R. S., school of chemistry, and in charge of school of physics. Professor Mallet was born in England, but became a citizen of this country years before the late war. During the war he held the rank of colonel in the Southern army. At one time he was chemist to the State Geological Seminary of Alabama. Subsequently he was professor of chemistry in the University of Alabama and in the medical department of the University of Louisiana. For the past fifteen years he has filled the chair of chemistry in the University of

railroad attorney. It was probably on account of obligations involved under his contract in his new service that he replied to inquiry by the regents that he was "not in a situation to accept the presidency of the university."

PRESIDENT OF THE UNIVERSITY.

At their meeting June 30, 1896, the board of regents elected Dr. George T. Winston, A. M., LL. D., president of the University of Texas, being the first appointment to that office made under the authority conferred upon the regents by the legislature.

At the time of his election he was president of the University of North Carolina, which position he had filled with marked prestige for five years, and resigned only to accept the presidency of the Texas University.

Dr. Winston was born in 1852, in North Carolina, being a son of Patrick Henry Winston, a prominent lawyer and planter of that State. He is of English descent on his father's and Scotch-Irish on his mother's side, and married a lady of New Hampshire, who was a student at the same time he was, in 1873, at Cornell University.

President Winston was educated (1866-1868) in the University of North Carolina; (1868-1870) in the United States Naval Academy, and (1871-1874) in Cornell University, at Ithaca, N. Y. In each of these institutions he received the highest grade in scholarship, being No. 1 in a large class in the Naval Academy. After graduating from Cornell University in 1874 he was appointed instructor in mathematics. On the reorganization of the University of North Carolina he was elected professor of Latin in that institution, which chair he held until 1891, when he was unanimously elected president of the same university by a board of 80 trustees.

During his presidency of the North Carolina University he largely increased its income and number of students.

President Winston has visited Europe three different times for travel and study, spending much time in Italy and Germany, studying language, art, and antiquities. He has also made a special study of methods and systems of education abroad and in this country. Having been educated in the South, in the Naval Academy, in Europe, and in the North, he has a personal acquaintance with many systems of education. He is a Southern man by birth and sentiment, but sufficiently progressive to adopt good methods from any quarter. He is especially earnest in his advocacy of public education, believing thoroughly in the ability and the right of the great mass of the people to receive as large an education as the State can possibly afford to furnish them. He thinks that the university exists largely to build up the public schools.

President Winston is very hopeful and enthusiastic about the future of the University of Texas. Before his election as president he was



GEORGE T. WINSTON.



invited by the faculty of the university to deliver the commencement address in June, 1896. The closing sentence of his address exhibited very fully his hopeful spirit. We quote as follows:

With a wise and patriotic board of regents, with a faithful, learned, and harmonious faculty, with a well-organized band of zealous alumni, with a student body loyal to its opportunities of culture and power, with close and sympathetic connection between the university and the public schools, and, above all, with sympathy for the life and welfare of the people, this institution will grow and expand until it rivals the foremost universities of America. The people themselves, the great mass of plain, toiling people, as year by year they see their sons leaving these halls, clothed in the majesty of matchless manhood, consecrating their lives to the good of the State, the people themselves will endow the university without stint and without limit. As the plain people everywhere are the strength of society and government, so are they the strength of schools and universities. Let the university recognize this fact in its daily life and growth, let it multiply facilities for educating the people, and the people will recognize its power to mold their destiny; their sons and daughters will crowd its hall—thousands, where now are hundreds; its campus covered with noble buildings, will realize the dream of the founders, and the University of Texas will become the chief strength and glory of an empire that will stand peerless on the Western Hemisphere.

Dr. Winston's idea of the university is comprehensively expressed when he says:

As in Italy all roads lead to Rome, so in Texas every school should lead to the university. The influence of higher upon lower education is healthful and stimulating. Indeed, it might well be claimed that every State with a public-school system needs a university, even were its work confined to influencing the rest of the system. What the upper grades in the public school are to the lower, what the high school is to the public school, that the university is to the whole system.

President Winston entered upon his official duties soon after his election, but was not formally inaugurated till February 10, 1897, when a special programme of public exercises was provided. Addresses were made by Governor Charles A. Culberson, Dr. Allen J. Smith, dean of the medical department, Dr. Thomas D. Wooten, chairman of the board of regents, and President Winston, in the order named. Governor Culberson spoke very briefly, stating that it was appropriate for him to offer to President Winston the best wishes of the people of Texas on his induction into this responsible position. He concluded by saying:

Every patriotic Texan trusts that to-day will mark an epoch in the history of this institution, and that its usefulness will become commensurate with the needs, the growth, and the destiny of this great State.

Dr. Smith's address was also brief and confined mainly to the history of the medical college which he represented.

Dr. Wooten's address was quite elaborate and historical. He commenced by saying:

The University of Texas has reached a notable and important crisis in its history. Hitherto it may be said to have been in its formative and experimental stage of development, under the tutelage of its primitive organization and struggling with the

difficulties of its youthful inexperience. But it has now arrived at maturer proportions and a somewhat stalwart vigor of life and growth. This gradual approach toward the cherished ideals of those who guarded its infancy and have fostered its strength has been signalized by many and marked improvements in its administration, the most momentous of which is the recent election of a president of the university.

He argued the importance of the university having a president as its executive head, and adverted to some of the considerations which he said should "commend this great institution to the liberality of our legislatures, the loyalty of our public officials, and the steadfast encouragement and patronage of our entire citizenship."

After reviewing the history of the legislation as to the university, and drawing the comparison in the appropriations to show how much the State had done for other institutions, Dr. Wooten said:

The foregoing summary discloses the fact that for an average period of ten years the State has expended in actual appropriations of money from the public treasury the immense sum of \$7,920,278.84 for the maintenance and improvement of its various institutions of charity, education, and penal reformation, exclusive of the general system of free common schools, and exclusive of the landed endowment of the several State asylums. This is a practical demonstration of the high and humane policy of Texas, of which every citizen should feel proud. It tells in no doubtful language the plain truth that this State is not behind any other in the liberal support of every recognized method of ameliorating the afflictions, diminishing the crimes, elevating the intelligence, and ministering to the necessities of its rapidly increasing population, without regard to race or color, and with an exact equity in the distribution of its bounty.

At the same time there are some other facts apparent from inspection of this roll of benefaction that should challenge our attention for a moment. Of the enormous sum of nearly \$8,000,000 thus expended by the State three-fourths of the amount has been devoted to purposes that can possibly bring back no return to the State or its people in the way of productive wealth, available resources, or improved citizenship. Only the sum of \$1,437,048.91 has been spent in a way to promise with any certainty that it will produce for the Commonwealth a reasonable return for the outlay. Whatever may be said of public charities and penal establishments on the score of humanity and necessity—and I would not for a moment disparage the most liberal provisions in that direction—the cold fact yet remains that all sums thus expended are for the most part a dead loss to the State from a business point of view. The afflicted, the degenerate, and the criminal classes of society have been rightly denominated by all sociologists as among "the wastes and burdens of social life." At best we can only hope to make their afflictions tolerable and their viciousness harmless. Instances of reformation or of restoration to usefulness are so exceptional as hardly to be taken into account in the general estimate of practical results.

What, then, should be the aim and policy of an enlightened government toward such inevitable public charges? Clearly to properly provide for them, since necessity and civilization alike demand it; but obviously the ultimate purpose should be to diminish the burden and the expense by reducing the number of those who swell the ranks of the unfortunate or the lawless elements of society.

What I maintain and wish to emphasize to-day is, the indisputable fact that proportionately the State is spending far more money on the institutions that bring and can bring no actual return for the outlay than she does upon those institutions that *are not only* productive in themselves of the best fruits of civilized life, but whose

improvement and influence are the most potent means of decreasing the waste and burden of the charitable and penal establishments.

If there be one need more than another in the present state of society in this country it is some method by which the capacities and aspirations of the young men and women of our land can find healthy and productive employment in departments of industry and enterprise that will relieve them from the rigors and reverses of competition in an overcrowded market of average culture in the arts and aspirations of life. An efficient system of public free schools raises the general level of popular intelligence and capacity, and thereby promotes the highest ends of human society; but at the same time it tends to glut the general supply of educated men and women on the same plane of intellectual attainments and to lower the efficiency of the average individual as a productive unit in society. In some respects there is not a great difference in practical results between a great number of persons all alike and too numerous for successful effort, on a high plane of intelligence, and the same number similarly situated on a lower level of intellectual culture.

It is precisely this defect or result of our educational system that the university was intended to remedy. It is the corrective and the complement of the educational training given in our public schools. It was intended to furnish the ambitious and the capable youths of the State with the means of developing their special talents and tastes in the direction of useful and productive branches of learning in the arts and sciences. It was never meant to be a mere school for classical finish or professional training. Whatever may be said of the "learned professions," so called—law, medicine, and theology—they are not productive callings. They add nothing to the available wealth and resources of a country. They are preservative and conservative, and their function in the economy of social life will probably never be superseded or dispensed with. But it is not necessary to descend to the plane of prevalent demagoguery to pronounce that they are not practical factors in the real growth and development of a State's civilization and power. Its curriculum should be expanded to include the departments of actual and useful industry. The higher branches of physics, chemistry, and applied science, the intricacies of electrical and mechanical engineering, the secrets and discoveries of geology and mineralogy, the wonders of scientific research in every minute and magnificent detail—all these things are part of the symmetrical conception of a great university, and the University of Texas will not reach the ideal of its founders until it shall have realized that conception.

When it has done so there will be fewer idle hands, empty heads, and vicious hearts in Texas; there will be fewer unfortunate and degenerate types of humanity in your asylums, fewer criminals in your jails and penitentiaries, fewer destitute and depraved boys in your reformatory and orphans' home; there will be fewer millions of money to collect from the people and to disburse on the wastes and burdens of society.

Dr. Wooten further argued that Texas being new in all its lines of industry and enterprise, and its capabilities unknown, etc., "the full and efficient equipment of the university is the best investment the State can make toward immediate and tangible additions to its industrial and material resources and development."

When this true view of the functions of the university is indulged, the mistaken cry that it is "a rich man's school" finds immediate and conclusive refutation. It is the State's highest effort to fit her own sons to serve her faithfully and practically in the discovery, the development, and the application of her boundless resources.

Every dollar properly expended on the university will bring back many times its value in the increased capacity of our own citizens for performing their due and proper part in the upbuilding of the State. Whatever aspect we may regard the

matter in, the efficiency and completeness of the university are of immense and substantial benefit to Texas. As a means of decreasing the number of those who are now a source of unproductive expense to the public treasury its usefulness can not be exaggerated, while as an actual factor in the production of wealth and in the promotion of desirable enterprises, its liberal endowment and support are a positive investment whose paying qualities can not be too highly estimated.

It is the consideration of these facts that has led me to institute the foregoing comparison in the expenditures to the university and to the State's other institutions of public bounty and necessity. I do not wish to be considered as in any manner depreciating or disparaging the ample and continued maintenance of the great charitable and penal establishments of the State. But I do think it should give us praise and furnish food for profitable reflection when we are confronted with the fact that Texas expends annually three times as much money on institutions whose existence in nowise contributes to her wealth and growth, as she does on the highest departments of her educational system—the most potent instruments of her civilization and power. More than that. The university has received less than half a million dollars from the State, while the others have been favored to the extent of more than seven millions of dollars.

Dr. Winston's address was also quite elaborate. After referring to the facts which led to the establishment of the university, its relation to the free schools, its policy and methods, its present conditions and the requirements for its proper development, he concluded in part as follows:

Both the constitution of the State and the act of establishment require that this shall be "a university of the first class." Surely if there be a State in the Union that is entitled to a university of the first class it is Texas. It is the first State on the continent in size, the sixth in population, and the eleventh in wealth. Before this generation passes away it will be foremost in size, population, and wealth. It must prepare itself for its mighty destiny. It must gird its loins for the great work that lies before it. It must provide itself with every instrumentality for the equipment, culture, and improvement of its citizenship. Its institutions of training must be inferior to none. Even to-day its people outnumber those of the thirteen colonies that founded the American Union; but those colonies were provided, even then, with nine universities, and Washington declared that these were insufficient for the culture and training of their youth. The necessity for the highest training is greater in Texas to-day than it was in the thirteen colonies one hundred and twenty years ago. We have here the beginning of an empire which will some day be as great as the whole Union is to-day. From all the States and from many foreign countries is pouring into Texas an ever-swelling stream of human energy, character, intelligence, and ambition. The resources of the State in manhood are as great, as varied, and as infinite as her resources of physical wealth. Is not the time come for her to gather together her children and train them into homogeneous citizenship? Is not the time come for consolidating, harmonizing the heterogeneous elements of our vast and widely scattered population? Shall we not begin to work out a common ideal of Texas citizenship that shall be worthy of the mightiest commonwealth in the world? How shall this be accomplished except through education?

As Washington declared that the establishment of a great national university would consolidate the Union, so it is evident that the unification of Texas will be accomplished by the establishment and maintenance of a uniform system of public schools, crowned by a great university. Other things may be delayed, but this can not. The youth of Texas are leaving the State to find education abroad. One thousand boys and girls from Texas are now studying in other States. Shall this be kept up

forever? Shall another generation grow up in the belief that Texas has no institutions worthy of her children? Is it economy to send out of the State \$1,000,000 annually to pay for education that might be furnished at home? One-fourth of this amount given annually to the university would make it equal in a few years to any institution in America, thereby not only keeping at home those who now seek education elsewhere, but also furnish an education of the highest grade to those of humble circumstances whose limited means will not permit them to be educated abroad.

To secure this result the university must be equipped to a degree that makes it the equal of other universities of the first-class. I should be false to the trust reposed in me were I to claim that this is now the case. At least twenty-five American colleges and universities are better equipped with buildings, apparatus, faculty, and endowment than the University of Texas. Beginning with Maine and coming southward and westward until you cover an area the size of Texas you will find in this area twenty-five colleges and universities of the first-class. Shall not Texas sustain one? Do not her vast population, her vaster wealth, and her still vaster destiny demand for the training of her children at least one university equal to any on the continent? We may not secure this to-day or to-morrow, but nothing short of this ideal, as an ultimate realization, can be entertained by anyone who loves Texas and rejoices in her manifest destiny. We must keep pace with our sister States in the Mississippi Valley, for some day we shall be their leader. Some day the commerce of the continent, coming down this valley, will pass through Texas to South America and through the great canal to the Eastern Hemisphere.

The State of Missouri gave her university last year \$175,000; Minnesota, \$250,000; Wisconsin, \$400,000; Michigan, \$398,000; California, \$331,000; Illinois, \$44,000; the University of Texas received an amount barely half as large as the smallest sum just named. Her buildings are only three in number, while those of the University of Michigan are 23; Wisconsin, 18; California, 10; Illinois, 13; Minnesota, 30. The University of Virginia has 25 buildings, costing \$1,000,000. Are we less able than Virginia or Minnesota to maintain a great university? Our population and wealth are already twice as great as those of either State, while our undeveloped resources are ten times greater than both combined.

We can not have a great university with our present equipment. Some day our 3 buildings will grow to 30, our 700 students to 3,000 or 4,000. Some day all the youth of Texas will be trained at home, filled with enthusiasm for their native State and her heroic history, knowing each other and loving each other with the enthusiasm of youthful affection, working harmoniously together throughout life for the development of Texas. Some day all the interests of Texas, her schools, colleges, asylums, railroads, banks, and business enterprises will be managed by Texas talent, Texas character, and Texas energy, trained in Texas institutions. This day will not come of itself. If we do not bring it, it will never come. Why should we delay? Harvard University was founded before the oldest child born in the colony was ready to enter its doors. Are we too poor to build one great university? Others poorer than we have already done so. It is false economy to keep the University of Texas in its present condition. It is false economy not to complete this building and provide necessary rooms for recitations, lectures, laboratories, and museums. We can at least add one building a year. Every delay makes us poorer. "There is that scattereth and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty." If the money spent upon the State penitentiaries and the State reformatory had been invested in buildings and equipment for this institution, we would now have a university equal to any on the continent. Such an institution would command the attention of the world, would attract capital for the development of our resources, and would contribute more, directly and indirectly, to the peace, order, and security of life and property in Texas than every jail, police station,

court-house, and penitentiary within the borders of the State. Every consideration, both of interest and of duty, urges the steady upbuilding of this university. The development of our public schools, the strengthening of our professions, the diffusion of knowledge, the preparation of our youth for such duties of citizenship as require the highest intellectual and moral training, the projection of vast enterprises for the development of our material resources, the preservation of our interests in competition with other States and countries, and the development of our civilization all depend, more and more, year by year, upon the forces that go out from this university.

The legislature can at least give us the money from the general fund for our current expenses, so we can use the income from the university fund for buildings, and in this way we can add every year to our improvements.

Referring to this address, the Austin Statesman says:

The address of President Winston, delivered on Wednesday, during the ceremonies of his inauguration as the first president of the University of Texas, opened the eyes of Texans to the fact that the university is not an accomplished fact—is not finished as some seem to suppose, and laid upon the shelf to grow of its own inherent power or to wither for lack of proper attention.

A finished university is a poor thing at best. A university is like an education—it is never finished. It can not arrive at a certain excellence and stand there. There is no such thing as an institution of learning standing still. It must grow on and on in advance of public education. It must catch the first tiny germ of science in all its branches and frame it into a fixed attainment. It can not follow literature and art; it must use its plastic hand to mold the taste and elevate the excellence of both. It is not merely the trainer of developing minds, it is the mold into which is poured the crude material of genius in every branch of learning, fashioning it into a form and beauty that stand as a monument of the genius of a people, like the mighty stream gathering from every quiet rivulet and dashing mountain torrents into a vast volume and flowing on and on forever into the ocean of a world's thought and accomplishments. * * *

There is one consideration, although it is a selfish one, that should animate us, and that is that we are furnishing an institution of learning for the education of our own youth, whose lives and usefulness will be expended within the borders of this State. Other institutions in the older States are educating young men and women, not to use that education for the benefit of older States in which they are educated, but for newer States, offering fresher fields for the ambitious and enterprising. But the Texas University is not educating young people in order that they may be equipped for the battles of life in other newer States, but it is educating them for Texas; for the advantages offered by Texas for talent and enterprise will hold its growing youth as well as invite the educated youth of other States to its vast fields of employment. So that those who are educated at the Texas University will expend their energies and use the educational equipments furnished them by the University of Texas for Texas, its interests and the development of its resources and its upbuilding in all that makes a State great and powerful, and equal, if not superior, to its sister States as a great model for social government and the advance of society in all that adorns and ennobles our kind.

Other States are awakening to the necessity of providing for State universities. Missouri has donated its direct tax fund of \$648,000 to the University of Missouri, and Alabama has acknowledged an indebtedness to the State University of Alabama of \$2,000,000 in perpetuity, with a payment of the 3 per cent interest annually, and it behooves the legislature of Texas not to permit the University of Texas to fall behind the procession.

SUCCESSIVE OFFICERS OF INSTRUCTION.

The following gentlemen have filled chairs as professors, or associate or assistant professors, for various periods, in the university:

First faculty, elected in 1883: J. W. Mallet, William Leroy Broun, Leslie Waggener, M. W. Humphreys, R. L. Dabney, and H. Tallichet, in the academic department, and Oran M. Roberts and Robert S. Gould in the law department.

Elected in 1884: In the academic department, George Bruce Halstead, James F. Harrison, and Edgar Everhart. In 1885, Alexander Macfarlane and Alvin V. Lane. In 1888, J. R. S. Sterrett, George P. Garrison, Thomas U. Taylor, Robert T. Hill, and W. W. Fontaine. In 1889, Frederick W. Simonds, and Thomas Fitzhugh. In 1890, Morgan Callaway, jr., and Walter Lefevre. In 1891, Sylvester Primer and (in the school of pedagogy, organized in 1891) Joseph Baldwin.

In 1892 the following were elected: In the law department, Benjamin H. Bassett. In the academic department, Harold N. Fowler, Charles L. Edwards, and (ad interim) Edwin W. Fay; and in 1893 the following: In the academic department, William J. Battle; in the law department, Thomas S. Miller and R. L. Batts, and as law lecturers, John W. Stayton, R. R. Gaines, J. L. Henry, and Thomas J. Brown, justices of the supreme court of Texas, who performed the service gratuitously. Professor Bassett was about to assume the duties of his chair, but died soon after his election, in consequence of fatal injuries resulting from a fall on the steps of a hotel in Austin.

In 1894 several important changes were made in the faculty on account of some of the professors resigning and others being retired by special action of the regents, and as a result the following gentlemen were elected to fill the vacancies: Sidney E. Mezes, David F. Houston, Austin L. McRae, H. W. Harper, W. W. Norman, and L. R. Hamberlin.

In 1896 Dr. George T. Winston was elected president of the university and Edwin F. Northrup was added to the faculty in the academic department and John C. Townes to the faculty in the law department.

In 1897 Mark H. Liddell, William S. Sutton, Alex. C. Ellis, and William T. Mather were added to the faculty in the academic department.

Appointees as instructors and to minor positions, not including those promoted to higher duties, were J. J. Atkinson, E. E. Bramlette, I. H. Bryant, and J. H. Ray, appointed in 1883; Charles F. Gompertz and Mrs. Helen M. Kirby, in 1884; Carlo Veneziani and John P. Nelson, in 1886; Sam J. Jones, in 1887; J. Magnenat and A. C. Jessen, in 1888; Miss Jessie Andrews, in 1889; Gillespie Lewis, in 1890; A. C. Hamilton, J. R. Bailey, H. Y. Benedict, G. H. Wooten, L. G. Bugbee, R. A. Mathis, D. A. Penick, and J. F. Clark, in 1891;

G. W. Pierce, J. F. Etter, and B. S. Brown, in 1892; R. A. Thompson, L. E. Dickson, J. E. Pearce, E. P. Schoch, J. S. Ford, and J. A. Taft, in 1893; Arthur Lefevre, W. A. James, Donald Cameron, and Stephen Gregory, in 1894; Charles T. Yeiser, Fritz Reichman, Charles D. Oldright, and A. C. McLaughlin, in 1895; Constance Pessels, Miss Lila M. Casis, Ben F. Hill, H. O. Neville, and Evan S. Easton, in 1896; Milton B. Porter, William L. Bray, Miss Augusta Rucker, Miss Hattie V. Whitten, Carlo C. Rice, and Henry G. Howard, in 1897.

In 1895 Victor Lee Brooks was appointed instructor in law and served one session.

In 1896 Benjamin Wyche was appointed librarian and Swante Palm and Miss A. E. Moutelin assistant librarians of the main university, and A. Morsund and John C. Saner assistants for the law library. John C. Lomax was appointed registrar of the university and W. F. Kelly director of the gymnasium. Thomas J. Lee was appointed agent of the board of regents for selling and leasing the university lands. James B. Clark is secretary of the board and proctor of the university.

Appointees to the various professorships in the medical department since it went into operation in 1891 embrace the following gentlemen: J. F. Y. Paine (first dean of the faculty), H. A. West, Edward Randall, William Keiller, A. G. Clopton, Seth M. Morris, Allen J. Smith (second dean), James E. Thompson, James Kennedy, R. R. D. Cline, James W. McLaughlin, William S. Carter, Henry P. Cooke (present dean), George H. Lee, and George P. Hall.

Appointees as demonstrators or lecturers embraced George H. Lee, R. C. Hodges, R. W. Knox, David Cerna, Thomas Flavin, Cary H. Wilkinson, William Gammon, I. M. Cline, Louis E. Magnenat, John T. Moore, Thomas L. Kennedy, William F. Starley, jr., Robert L. McMahan, Adolph Bernard, and Conn L. Milburn.

T. J. Ballinger, Robert G. Street, and R. Waverly Smith were successively lecturers on medical jurisprudence. Miss C. Josephine Durkee had charge of the newly organized training school till Miss Hanna Kindbom was appointed superintendent of the school and "clinical instructor of nursing."

Chapter IX.

ADMINISTRATION OF THE UNIVERSITY.

AFFAIRS OF GOVERNMENT.

Following is the existing [1897-8] organization of the government of the university:

Board of regents.—T. D. Wooten, chairman; F. W. Ball,^a Fort Worth (term expires January 1, 1899); T. D. Wooten,^b Austin (term expires January 1, 1899); William L. Prather, Waco (term expires January 1, 1901); T. C. Thompson,^c Galveston (term expires January 1, 1901); Beauregard Bryan, Brenham (term expires January 1, 1903); R. E. Cowart, Dallas (term expires January 1, 1903); G. W. Brackenridge, San Antonio (term expires January 1, 1905); T. S. Henderson, Cameron (term expires January 1, 1905); J. B. Clark, Austin, secretary.

Standing committees.—Finance committee, G. W. Brackenridge, T. S. Henderson, R. E. Cowart; executive committee, T. D. Wooten, Beauregard Bryan, T. S. Henderson; visiting committee, R. E. Cowart, William L. Prather, F. W. Ball; committee on complaints, F. W. Ball, T. S. Henderson, William L. Prather; auditing committee, T. S. Henderson, F. W. Ball; committee on medical department, T. C. Thompson, Beauregard Bryan, T. D. Wooten; committee on buildings and grounds, William L. Prather, G. W. Brackenridge, T. D. Wooten; committee on university lands, G. W. Brackenridge, William L. Prather, T. S. Henderson.

Thomas J. Lee is agent of the committee for selling and leasing university lands.

The board of regents meets in Austin on the Tuesday before the third Wednesday of January and of June of each year, and during the last week of April in Galveston.

THE FACULTY AND OTHER OFFICERS.

George Tayloe Winston, A. M., LL. D., president; George Bruce Halsted, A. M., Ph. D., professor of pure mathematics (A. B., Princeton University, 1875, and A. M., 1878; Ph. D., Johns Hopkins Univer-

^aT. W. Gregory appointed in place of Regent Ball.

^bDr. Wooten reappointed.

^cDr. Thompson died April 17, 1898, and on May 11 Maj. Frank M. Spencer, of Galveston, was appointed to fill the vacancy.

sity, 1879); George Pierce Garrison, Ph. D., professor of history (L. A., University of Edinburg, 1881; Ph. D., University of Chicago, 1896); Thomas Ulvan Taylor, M. C. E., professor of applied mathematics (C. E., University of Virginia, 1883; M. C. E., Cornell University, 1895); Thomas Fitz-Hugh,^a M. A., professor of Latin (M. A., University of Virginia, 1883); Frederic William Simonds, M. S., Ph. D., professor of geology (B. S., Cornell University, 1875, and M. S., 1876; Ph. D., Syracuse University, 1879); Morgan Callaway, jr.,^a Ph. D., associate professor of English philology (A. B., Emory College, Georgia, 1881, and A. M., 1884; Ph. D., Johns Hopkins University, 1899); Sylvester Primer, Ph. D., associate professor of Teutonic languages (A. B., Harvard University, 1874; Ph. D., Strassburg, 1880); Joseph Baldwin,^b LL. D., professor emeritus of pedagogy (B. A., Bethany College, Virginia, 1852; M. A., 1856, and LL. D., 1890); William James Battle, Ph. D., associate professor of Greek (A. B., University of North Carolina, 1888; Ph. D., Harvard University, 1893); Sidney Edward Mezes, B. S., Ph. D., associate professor of philosophy (B. S., University of California, 1884; A. B., Harvard University, 1890; A. M., 1891, and Ph. D., 1893); David Franklin Houston, A. M., associate professor of political science (A. B., University of South Carolina, 1887; A. M., Harvard University, 1892); Henry Winston Harper, Ph. G., M. D., associate professor of chemistry (Ph. G., Philadelphia College of Pharmacy, 1881; M. D., University of Virginia, 1892); Wesley Walker Norman, A. M., associate professor of biology (B. Sc., University of Indiana, 1885; A. M., De Pauw University, 1894); Lafayette Rupert Hamberlin, B. A., adjunct professor of English and expression (B. A., Richmond College (Va.), 1892); Edwin Fitch Northrup,^a Ph. D., associate professor of physics (A. B., Amherst College, 1891; Ph. D., Johns Hopkins University, 1895); Mark Harvey Liddell, A. M., associate professor of English literature (A. B., Princeton University, 1887; A. M., 1889); William Seneca Sutton, M. A., professor of pedagogy (B. A., Arkansas Industrial University, 1878; M. A., 1883); Alexander Caswell Ellis, Ph. D., adjunct professor of pedagogy (A. B., University of North Carolina, 1894; Ph. D., Clark University, 1897); William Tyler Mather, Ph. D., associate professor of physics (A. B., Amherst College, 1886; A. M., 1891; Ph. D., Johns Hopkins University, 1897); Jules Magnenat, instructor in French (Brevet, Normal School of Lausanne, Switzerland; examiner at the University of Lausanne, 1863-1885); Jessie Andrews, B. Lit., instructor in German (B. Lit., The University of Texas, 1886); Arthur Lefevre, C. E., instructor in pure mathematics (C. E., The University of Texas, 1895); Lester Gladstone Bugbee, M. A., instructor in history (B. Lit., The University of Texas, 1892, and M. A., 1893); James Robinson Bailey, B. A., Ph. D., instructor in chemistry (B. A., The University

^a Resigned.^b Deceased.

of Texas, 1891; Ph. D., München, 1897); Lilia Mary Casis, M. A., instructor in French and Spanish (B. A., The University of Texas, 1895, and M. A., 1896); Eugene Paul Schoch, C. E., M. A., instructor in chemistry (C. E., The University of Texas, 1894, and M. A., 1896); Milton Brockett Porter,^a B. S., Ph. D., instructor in pure mathematics (B. S., The University of Texas, 1892; Ph. D., Harvard University, 1897); Harry Kent Seltzer, C. E., instructor in civil engineering (C. E., Lehigh University, 1895); William L. Bray, M. A., Ph. D., adjunct professor of botany (B. A., Indiana University, 1893; M. A., Lake Forest University, 1894; Ph. D., University of Chicago, 1898); Fritz Reichmann, C. E., M. S., tutor in physics (C. E. and E. E., The University of Texas, 1896, and M. S., 1897); Augusta Rucker, B. A., tutor in biology (B. A., The University of Texas, 1896); Carl Cosmo Rice, B. A., tutor in Latin (B. A., The University of Texas, 1897); Henry George Howard, B. A., fellow in Greek (B. A., The University of Texas, 1897); Hattie Virginia Whitten, student assistant in geology; John Mathias Kuehne, student assistant in physics; Charles Philip Norby, student assistant in physics; Lulu Bailey, student assistant in physics; Felix Ezel Smith, student assistant in biology; Mary Heard, student assistant in English; Mrs. Helen Marr Kirby, M. A., lady assistant (M. A., Wesleyan Female College, Georgia).

Robert Simonton Gould,^a M. A., LL. D., professor of law (B. A., University of Alabama, 1844, and M. A., 1846; LL. D., Southwestern Presbyterian University, Tennessee, 1886); Robert Lynn Batts, LL. B., professor of law (LL. B., The University of Texas, 1886); John Charles Townes, professor of law.

John Fannin Young Paine, M. D., professor of obstetrics and gynecology, first dean of the faculty (M. D., Tulane University, 1861); Edward Randall, M. D., professor of materia medica and therapeutics, lecturer on physical diagnosis, professor of materia medica in the school of pharmacy (M. D., University of Pennsylvania, 1883); William Keiller, L. R. C. P. and S., Ed., F. R. C. S., Ed., professor of anatomy (licentiate Royal College of Surgeons, Edinburgh, 1890; fellow of same college, 1892); Allen J. Smith,^b A. M., M. D., dean of the medical faculty, professor of pathology, and lecturer on mental and nervous diseases (A. B., Pennsylvania College, 1886, and A. M., 1886; M. D., University of Pennsylvania, 1886); James Edwin Thompson, M. B., B. S., F. R. C. S., professor of surgery (M. R. C. S., England, 1886; M. B. and B. S., London, 1887; F. R. C. S., England, 1888); Seth Mabry Morris, B. S., M. D., professor of chemistry and toxicology (B. S., The University of Texas, 1888; M. D., College of Physicians and Surgeons, New York, 1891); Raoul Rene Daniel Cline, A. M., Ph. G., professor of pharmacy, school of pharmacy; lecturer on pharmacy, school of medicine (A. M., Pennsylvania College, 1886; Ph. G.,

^a Resigned.

^b Resigned the duties of dean.

New York College of Pharmacy, 1891); James W. McLaughlin, M. D., professor of medicine (M. D., University of Louisville, 1867); William Spencer Carter, M. D., professor of physiology and hygiene (M. D., University of Pennsylvania, 1890); Henry Pendleton Cooke,^a M. D., professor of pediatrics (M. D., University of Virginia, 1877); George Henry Lee, B. P., M. D., professor of dermatology (B. P., University of Mississippi; M. D., Tulane University, 1888); George P. Hall, A. M., M. D., professor of ophthalmology, otology, rhinology, and laryngology (A. B., Lynnland Military Institute, Kentucky, 1875; A. M., Add-Rann University, 1895; M. D., University of Louisville, 1877; M. D., Jefferson Medical College, 1878); Isaac M. Cline, A. M., M. D., Ph. D., lecturer on climatology (A. M., Hiawatha College, Tennessee, 1882; M. D., Arkansas University, 1885; Ph. D., Add-Rann University, 1896); R. Waverly Smith, esq.,^b lecturer on medical jurisprudence; Thomas Flavin, M. D., demonstrator of anatomy (M. D., The University of Texas, 1892); John Thomas Moore, A. M., M. D., assistant demonstrator of anatomy (A. M., Add-Rann University, 1894; M. D., The University of Texas, 1896); William Gammon, M. D., demonstrator of pathology (M. D., The University of Texas, 1893); Louis Edmond Magnenat, M. D., demonstrator of biology, normal histology, and general embryology (M. D., The University of Texas, 1895); Thomas Lubbock Kennedy, M. D., demonstrator of gynecology (M. D., The University of Texas, 1895); William F. Starley, jr., M. D., demonstrator of obstetrics (M. D., The University of Texas, 1895); Robert Lee McMahan, M. D., demonstrator of surgery (M. D., The University of Texas, 1896); Adolph Bernard,^b B. S., Ph. D., demonstrator of chemistry and lecturer on botany; Conn L. Milburn, Ph. G., demonstrator of chemistry and lecturer on botany (Ph. G., The University of Texas, 1897); Hanna Kindbom, superintendent of training school and clinical instructor of nursing.

Benjamin Wyche, Lit. B., librarian of the main university (Lit. B., University of North Carolina, 1894); Sir Swante Palm, assistant librarian; Agnes Estelle Montelin, B. A., assistant librarian (B. A., The University of Texas, 1897); Anton Norwall Moursund, LL. B., assistant librarian, department of law (LL. B., The University of Texas, 1897); John Crawford Saner, LL. B., assistant librarian, department of law (LL. B., The University of Texas, 1897).

James Benjamin Clark, A. B., proctor, and secretary of the faculties of the main university at Austin (A. B., Harvard University, 1855); James Pope Johnson, provost, secretary of the faculty, and librarian of the department of medicine, at Galveston; John Avery Lomax, B. A., registrar of the main university (B. A., The University of Texas, 1897); Walter Frederic Kelley, B. Lit., director of the gymnasium, at the main university (B. Lit., Dartmouth College, 1897).

^a Recently elected dean in place of Dr. Smith.

^b Resigned.

At their June (1899) meeting the regents elected the following members of the university faculty:

L. E. Dixon, of Chicago University, associate professor of mathematics; E. W. Fay, of Washington-Lee University, professor of Latin; H. Y. Benedict, of Vanderbilt University, instructor in mathematics; Miss Mary Head, tutor in English; Miss Lila M. Casis, adjunct instructor in Spanish; Dan A. Penick, instructor in Greek and Latin; James R. Bailey, adjunct professor in chemistry.

All of these, except Professor Fay, were graduates of the University of Texas. Mr. Fay is a Ph. D. of Johns Hopkins University, a son of ex-State Superintendent of Education Fay, of Louisiana, and author of the History of Education in Louisiana, lately published by the United States Bureau of Education.

FACULTY AUTHORSHIP.

The University of Texas, being comparatively a young institution, but few members of the faculty have contributed much in the line of book making. Dr. Dabney wrote his life of Stonewall Jackson and some theological and philosophical works, but nearly all before he was connected with the university. Dr. Waggener, not long before he died, had, as elsewhere noticed, published his text-book on sentence analysis. Dr. Humphreys made some contributions to Greek text-books. Dr. Sterrett, before he came to Texas, had written a large volume on his archeological researches. Dr. Macfarlane had written some mathematical books; Dr. Baldwin, a couple of books on methods of pedagogy. Dr. Houston wrote a political book before his connection with the university. Dr. Lane is the author of a book on engineering instruments. Dr. Garrison has made some valuable contributions to history. Professors Calloway and Hamberlin are the authors of some literary works, and Professor Lefever of some mathematical books. Professor Hill, after he quit the university for Government service, wrote several books. Professors Fitzhugh, Mezes, Liddell, Taylor, Mather, Primes, Harper, Battle, and Norman, and Instructors Bugbee, Porter, and Schoch, have more or less figured in literary work. Professor Sutton is the joint author of Sutton and Kimbrough's Arithmetic. Professor Roberts wrote one or two law books and contributed largely to a lately published history of Texas. Professor Batts is author of a law book. Professor Nagle, of the Agricultural and Mechanical College, has published a volume of engineering tables.

Dr. Halsted, though one of the younger members of the university faculty, is the most voluminous and perhaps most noted of them all in his writings. His geometry has an international reputation, leading to its publication in other countries and use in foreign universities. He has traveled extensively, and is a very interesting lecturer, espe-

cially on the subjects of his travels. A list of most of the contributions and those of some other members of the faculty will be found in Raine's Bibliography of Texas. The Texas Academy of Science was founded by Dr. Halsted.

Members of the faculty of the medical department have, most of them, contributed to the medical journals of the profession, but to what extent the writer is not advised.

President Winston, like Dr. Waggener, has been too actively engrossed with his executive duties to find time for general literary work, but his numerous contributions on educational matters, particularly his addresses before the National Educational Association and on other public occasions, would make a very interesting and instructive volume.

COEDUCATION IN THE UNIVERSITY.

The statute under which the university was organized states that "it shall be open to all persons in the State who may wish to avail themselves of its advantages, and to male and female on equal terms." In compliance with the spirit of this act of the legislature, no provision for the instruction of young women apart from young men has been made. The two sexes are taught the same subjects by the same professors at the same time, and the requirements for admission are equally rigorous. In no respects are the young women considered as constituting a separate department of the university, or a separable annex whose connection is fortuitous and experimental, and no distinction between them and the young men, either in discipline or instruction, is recognized. No restrictions other than those prevailing in good society are placed upon the sexes with reference to their association with each other. It is proper, however, to call attention to the fact that this institution is not a "young ladies' seminary." Only earnest young women, imbued with a desire to profit by the methods of advanced education by such instruction as was but recently confined to young men, should attend an institution where coeducation is practiced, as it is in this and other higher institutions of learning, open to males and females on equal terms. But young women, in order to have equal advantages with young men, are entitled to the presence in the faculty of a lady of culture and refinement, whose example and precept will exercise the same restraining influence that young women in good society are subjected to. They are also entitled to have some one in the faculty who can see that they have proper boarding houses and comfortable rooms, who can visit them when they are sick, and see that they are properly nursed and cared for. The regents, in the appointment of Mrs. Kirby as lady assistant, have fully met all such reasonable expectations. Young women can enter this university with the full assurance that they will receive the benefits of its instruction on equal terms with young men.—*University catalogue.*

In this connection it may be added that the system of coeducation has worked so well that there is evidently no occasion, or at least no necessity, for establishing a separate ladies' annex, as at some other institutions of learning, except, perhaps, for quarters to provide for special instruction of young ladies in art and music, as important society accomplishments. Here is an appropriate opportunity for a benefaction from some beneficent lady. Miss Brackenridge, who takes great interest in the university, has endowed a girls' scholarship, and it has been intimated that as her brother, Regent Brackenridge, established

a boys' mess hall, she may provide one for girls. An art and music hall, however, would be preferable, especially as boarding houses are already kept convenient to the university, some of them being conducted on the messing system. The Right Rev. Bishop Kinsolving, with the cooperation of the Episcopal Church, has provided a large and finely furnished church institute, "Grace Hall," as a home for girl students of the university. Such provision is, of course, gratifying, as far as it goes, as a means of equalizing economic advantages for them with those provided for male students; but, as President Winston contends, the State of Texas should not be content to rely in this matter upon the wisdom and philanthropy of private citizens, but should recognize the needs of its young women and supply at once, at the main university, the buildings necessary to their economical and healthful education on "equal terms" with men, as well as the equipment essential to their education in art, music, and domestic economy.

CORRELATION WITH THE PUBLIC SCHOOLS.

The object of the university as a branch of the educational system of the State is to complete the work that is begun in the public schools by providing in a thorough manner for liberal education in literature, science, and the arts, and for the professional studies of law and medicine. The university, through the aid received from the State, offers all its facilities for higher education to persons of either sex qualified for admission without charge for tuition, and in order to perfect a close and vital connection with the public schools of the State it has been provided that a diploma from an approved school shall admit a student without examination to all the privileges of the university. This approval is on recommendation of committees of the university professors, who visit the schools for the purpose of personal investigation and report their observations for the action of the faculty. It was at Dr. Waggener's suggestion that the system was adopted. President Winston has proposed going farther to correlate the church schools, but the proposition meets with opposition from the churches. In course of time, when Mexico is provided with good high schools, the system may be advantageously extended to that country on account of its proximity to Texas; and so also it may be extended to Cuba and Porto Rico, with reference to which present dependencies General Wheeler has suggested that free scholarships be tendered to a certain number of students by all the universities of the United States. Eventually, in keeping pace with the expansion of our country, Hawaii, and even the far-distant Philippines, may be brought within the pale of our educational influences and have students in the University of Texas as well as in other American universities. The public high school in Honolulu, which occupies a fine building in the midst of ample grounds adorned with rare plants and beautiful flowers, has

classical and scientific courses and aspires to affiliation with the University of California.

The establishment of the school of pedagogy may be considered an important step in the line of correlation of the interests of the university with those of the public schools, as it has naturally brought the friends of each, and particularly the public school teachers studying pedagogy in the university, into more harmonious sympathy with each other and with the public. The organization of a school of pedagogy in the university was first suggested in 1887 in an address by Prof. Jacob Bickler, of Austin, president of the Texas Teachers' Association which convened in Dallas. The school was placed in charge of Prof. Joseph Baldwin, who has lately been succeeded by Prof. W. H. Sutton. Dr. Baldwin died recently at his home in Austin, aged 71 years. He was a noted author and educator.

In May, 1887, Prof. O. H. Cooper, superintendent of public instruction, suggested to the faculty of the university the idea of having a summer normal in Austin, and that the use of the university buildings, apparatus, laboratories, and library be tendered for the purposes of such a school. The subject was brought regularly before the faculty, and a resolution was adopted indorsing the scheme, subject to approval of the board of regents which was granted, and the school was organized. It was well attended and did excellent work in which several of the university professors assisted. By authority of the State board of education it was empowered to examine applicants for teachers' certificates, valid throughout the State for two years, and granted a number of such certificates. The school is kept up each vacation as a "university summer school." As a supplementary means of instruction it is of course desirable, but university graduates should, and as a rule do, have all the qualifications necessary for accomplished and successful teachers.

ANNUAL ATTENDANCE OF STUDENTS.

Catalogues published every year near the close of each session show the following attendance of students from the beginning:

| Sessions. | Aca- demic. | Law de- part- ment. | Medical depart- ment. | Total. |
|-----------|----------------|---------------------------|-----------------------------|--------|
| 1882-84 | 166 | 52 | | 218 |
| 1884-85 | 151 | 55 | | 206 |
| 1885-86 | 138 | 60 | | 198 |
| 1886-87 | 170 | 73 | | 243 |
| 1887-88 | 176 | 73 | | 249 |
| 1888-89 | 187 | 91 | | 278 |
| 1889-90 | 230 | 78 | | 308 |
| 1890-91 | 204 | 76 | | 280 |
| 1891-92 | 273 | 92 | 23 | 388 |
| 1892-93 | 251 | 77 | 25 | 353 |
| 1893-94 | 249 | 106 | 127 | 482 |
| 1894-95 | 337 | 110 | 183 | 630 |
| 1895-96 | 343 | 140 | 247 | 730 |
| 1896-97 | 322 | 143 | 285 | 750 |
| 1897-98 | 405 | 145 | 250 | 800 |

The medical department was not organized till the session of 1891-92.

The attendance of young lady students for some years varied from about 50 to 60 each session, but since the school of pedagogy was established the number has averaged over 100 per session, including only those confining their studies to the regular academic branches.

Following is a summary of young lady students and graduates since the university went into operation:

| Year. | Number of matriculates. | Number of graduates. | Year. | Number of matriculates. | Number of graduates. |
|--------------|-------------------------|----------------------|--------------------------|-------------------------|----------------------|
| 1883-84..... | 56 | | 1891-92..... | 104 | 4 |
| 1884-85..... | 50 | | 1892-93..... | 77 | 2 |
| 1885-86..... | 38 | 1 | 1893-94..... | 73 | 7 |
| 1886-87..... | 48 | 3 | 1894-95..... | 114 | 8 |
| 1887-88..... | 41 | 2 | 1895-96..... | 124 | 9 |
| 1888-89..... | 49 | 2 | 1896-97..... | 137 | 17 |
| 1889-90..... | 41 | 2 | 1897-98..... | 168 | 21 |
| 1890-91..... | 56 | | 1898-99 (estimated)..... | 200 | 25 |

The first graduates in the academic department were Samuel C. Red, taking the A. B. degree in June, 1885, and Miss Jessie Andrews, taking the same degree the year following.

Francis Dohmen, a young man who was totally blind from his early boyhood, and had graduated in the Institution for the Blind at Austin, had the distinction of graduating from the university also, in June, 1898, with the highest honor in the academic department. Another graduate of the university, Miss Florence Lewis, enjoys the distinction of having won six fellowships at prominent Northern institutions, including a traveling fellowship from Bryn Mawr University.

The catalogues of the Agricultural and Mechanical College, or branch at Bryan, are published independently of and separate from those of the university, so that its attendance of students is not included in the above lists, but is given in the history of the college in another chapter.

An appropriation of 100,000 acres of land for the colored branch of the university having failed, under a late decision of the Supreme Court, the colored people of the State have applied to the legislature for other means to establish a university for the education of their children.

An analysis of the roll of 800 students registered shows that there were 391 in the department of literature, science, and arts; in engineering department, 19; law, 143; medicine, 261, including 14 names repeated. The medical department includes 44 in the school of pharmacy and 22 in the school of nursing. The student body represents 1 foreign country, 7 States, and 100 counties in Texas.

In his annual report for the session President Winston states:

There are 16 graduate students carrying on advanced work in the university, making original investigations in various lines of study. The merit of this work has been recognized by many appointments of our students to fellowships and scholarships in leading universities elsewhere. During the past year fellowships have been held by graduates of the University of Texas in the following institutions: In Harvard Uni-

versity, a fellowship in mathematics; in Chicago University, a fellowship in history; in Johns Hopkins University, a fellowship in Greek; in Cornell University, a fellowship in philosophy; in Columbia University, a fellowship in geology. Five appointments to fellowships have just been made, as follows: In Columbia University, a fellowship in history; in Bryn Mawr College, a fellowship in philosophy; in the University of Chicago, three fellowships, one in chemistry, one in history, and one in physics.

Since the opening of the first session of the university (1883-84) down to 1897 there have been 218 graduates in the academic and 350 in the law department.

Since the medical department opened, in the session of 1891-92, there have been 95 graduates in the school of medicine and 20 in the school of pharmacy. The medical graduates embraced 3 in 1892, 2 in 1893, 6 in 1894, 4 in 1895, 37 in 1896, and 43 in 1897. The graduates in pharmacy were 9 in 1896 and 11 in 1897.

In the school of nursing, recently organized, no graduates are announced.

ADMISSION OF GIRL STUDENTS.

The admission of girl students into the university under the coeducational provision of the constitution was for a long time regarded as a difficult matter for proper adjustment, especially in view of the fact that the practice was still an experiment with the few old institutions which had ventured to adopt it. Time, however, has developed the propriety of the movement, as abundantly shown by its satisfactory effects in the University of Texas. The idea at one time held by the regents that the girl students would not be able to take parallel studies with the male students, necessary for the highest degrees, has been dispelled, so that it has not been requisite, as the regents suggested might be done, to make special courses of study for them.

Over 100 diplomas have so far been granted to young lady graduates. The first to receive a degree was Miss Jessie Andrews, now a teacher in the university. Miss Jessie Patten received the degree of Master of Arts in 1888. In 1898 Miss Mary P. Delalondre was granted the degree of Doctor of Medicine. Five young ladies have taken the Master's degree. During the session 1897-98 there were seven pursuing graduate courses, one of whom, Miss Florence Lewis, has recently won a fellowship in philosophy at Bryn Mawr College.

Out of a total enrollment of 550 students registered in the departments at Austin for the session 1897-98, 220, or 40 per cent, paid their own expenses; and of these, 33 per cent had earned the money for themselves by personal labor. In the law department out of a total of 145 62 per cent were self-supporting. Ninety students supported themselves during the session either wholly or partly by various kinds of labor, while at the same time keeping up with their university studies.

GENERAL INFORMATION.

[From the University Catalogue.]

Candidates for admission as students of the university must not be less than 16 years of age, and must furnish evidence of good moral character. Testimonials from their last instructors will be preferred. Candidates may be admitted to the department of literature, science, and arts either as regular or as special students.

Graduates of the Sam Houston Normal Institute and of the Agricultural and Mechanical College, and holders of first-grade State certificates, will be admitted to the university without examination and will be allowed to apply for advanced standing under the conditions expressed in the catalogue. The graduates of approved high schools will be admitted to the university without examination, provided they have reached the required age.

Persons over 21 years old, wishing to pursue single lines of study embracing one or two subjects, may be admitted to the department of literature, science, and arts as special students without entrance examinations, at the discretion of the president and the professors in charge of the courses desired.

Candidates for advanced standing will be required to stand examinations on the subjects passed over by the classes which they desire to enter or to present certificates from approved institutions showing clearly that they have satisfactorily completed an equivalent amount of work.

The courses offered in the department of literature, science, and arts are either one-third, two-thirds, or full courses according to the estimated amount of work in each. A full course occupies three hours a week throughout the session; a one-third course one hour a week throughout the session or three hours a week for one term; and a two-thirds course two hours a week throughout the session, or three hours a week for two terms. Twenty full courses, or their equivalent, are required for every baccalaureate degree. Courses are distributed in most branches of study into three groups: Those designed for undergraduates; those open to advanced undergraduates and to graduates, and those open to graduates.

The four terms indicating undergraduate classes—freshman, sophomore, junior, and senior—are retained, and serve to indicate the amount of work that has been completed. From matriculation to the completion of five and one-third courses a student is classed as a freshman; from the completion of five and one-third courses to that of ten, as a sophomore; from that of ten to that of fifteen, as a junior; from that of fifteen until graduation, as a senior. No student will be allowed to register for more than five and one-third courses except on

petition approved by the advisory committee. For regular students the minimum number of courses is four.

In the department of literature, science, and arts, the following degrees are offered: Bachelor of Arts (B. A.), Bachelor of Literature (B. Lit.), Bachelor of Science (B. S.), Master of Arts (M. A.), and Master of Science (M. S.) The degrees in the other departments are: Bachelor of Laws (LL. B.), Master of Laws (LL. M.), Doctor of Medicine (M. D.), and Graduate in Pharmacy (Ph. D.)

No honorary degrees are conferred by the University of Texas. Several fellowships have been established by the regents entitling each holder of a fellowship to a salary of \$300 per session. Miss Brackenridge, of San Antonio, has endowed a scholarship in the university for lady students contesting for the prize in English literature, and the board of regents offer annually a scholarship in the department of literature, science, and arts, carrying with it exemption from all matriculation or tuition fees to that graduate of each affiliated high school in the State who has the highest standing in his class.

The object of the regents and faculty of the university in authorizing affiliation of the university with the high schools is to bring the university into more convenient relations with the public schools generally, so that students can pass from them through the high schools to the university without any perceptible break in the course of study.

About one hundred leading schools, mostly the public high schools of the State, have been affiliated with the university.

UNIVERSITY LIBRARY AND MUSEUM.

The library of the university at Austin embraces 27,800 volumes, including about 10,000 books of the Palm donation, some 500 volumes presented by Governor Roberts, and several very large and costly works from Mr. W. B. Isham, of New York. Convenient to the library, and very properly in connection with it as a means for research, is the museum, embracing some valuable collections, among them a very large meteorite which fell in Texas and was secured for the university; numerous specimens of fossils, Indian flint implements, and natural curiosities given by the State; full-sized gilded casts of the great gold nuggets of the world; a considerable quantity of carefully selected and polished stones from Dr. Alexander Beaton; a large and handsome collection of shells presented by Regent Brackenridge, and a remarkably rare and valuable collection of coins, medals, etc., donated to the university by Mr. S. M. Swenson, a banker of New York. There are 3,476 coins, of which 87 are gold and 1,172 silver.

The Palm library embraces, besides the bound books, a large collection of rare and valuable pamphlets, the careful accumulation of some fifty years of the life of the donor, who is an octogenarian, still active,



SWANTE PALM.

and so devoted to his books that at his own solicitation he acts as an assistant to the university librarian, and speaks of the students as his "fellow-students."

The library of the medical department at Galveston has about 2,000 volumes, including a few hundred medical books presented by Dr. Herndon, of Austin, and Dr. Pearce, of Galveston.

Copies of the *University Record*, which officially publishes current events in the history of the university, are kept on file in the university library at Austin.

The State and supreme court libraries are accessible to the students.

The records and publications of the State Historical Association are kept at the university, a fact which has given rise to the suggestion that it might be well to have the association act as the servant of the State in gathering a valuable State library, as the Minnesota Historical Society does in collecting the very extensive and valuable library of that State, which stands in the front rank among the great historical libraries of the United States, and is supported by liberal State appropriations, independent of membership fees. In presenting the report of the society to the legislature, Secretary Upham states that the society, like that of Wisconsin, dates its beginning fifty years ago, and "can look with friendly emulation on the prosperity and great usefulness of the Wisconsin Historical Society, in whose work, chiefly in the support of its library, that State grants at present about \$13,000 yearly in appropriations and other State aid, or more than twice the amount appropriated by Minnesota for her society." "In addition," he states, "Wisconsin is erecting for the use of its historical society a fireproof building at a cost of about \$400,000, four stories in height, with a capacity of 550,000 volumes."

Why, it may be asked, can not the State of Texas rise to the importance of such work and measure her liberality and enterprise up to the standard of that State? It is as important here as in Wisconsin, and might best be consummated by liberal State appropriations and chartering the Texas Historical Association as a State agency and adjunct to the university, and incorporating the joint State and university libraries as the "State and university library," to be kept at the university. This would certainly be more generally convenient in having one great library in common, instead of separate ones, which would have to be separately consulted, and whatever the State might be disposed to grant for a State library and hall could be better applied by thus establishing the library and hall for joint usage at the university. The same provision would apply as well to the State museum and university museum, and, in fact, to incorporation with the university of the branches of statistics and history of the State department known as that of "insurance, statistics and history," and

transferring the insurance feature, as a matter of State revenue, to the office of the State comptroller. Some States have transferred their agricultural bureaus to their agricultural colleges as a matter of economy as well as affording better sources for critical information by practical scientific investigations at the experiment stations on the college farms.

RECENT DONATIONS.

Among recent gifts to the university may be mentioned a fine telescope presented by Regent Brackenridge to the school of physics, and four splendid microscopes to the school of biology by Mrs. Thekla Dohmen, in memory of her daughter Nina, who was a student of the university. Hon. A. W. Terrell presented some very valuable archæological collections secured by him while United States minister to Turkey. Mr. H. G. Askew, of Tyler, in June, 1899, presented the university a large and valuable cabinet of shells, mainly of his personal collection, embracing specimens of over 1,000 species of marine, fresh-water, and land formations.

ANNUAL UNIVERSITY ADDRESSES.

Following is a record of invited speakers at the successive annual commencement exercises of the university:

| Year. | Baccalaureate sermons. | Alumni addresses. | Addresses to the literary societies. | University addresses. |
|-------|------------------------|------------------------|--------------------------------------|-----------------------|
| 1884 | | | A. W. Terrell..... | Wm. P. Johnston. |
| 1885 | | | R. A. Pleasants .. | Gustave Cook. |
| 1886 | G. W. Briggs | J. H. Cobb | | Alex C. Garrett. |
| 1887 | B. H. Carroll | Yancey Lewis | W. S. Herndon | Leslie Waggoner. |
| 1888 | B. M. Palmer | R. L. Batts | B. J. Barbour | B. H. Hill. |
| 1889 | H. M. Thompson | J. R. Hamilton | J. J. Lane | S. B. Maxey. |
| 1890 | Wm. H. Ward | R. Waverly Smith | | J. H. McLeary. |
| 1891 | J. Z. Tyler | George R. Smith | J. C. Hutcheson | J. S. Hogg. |
| 1892 | W. H. Black | S. B. Dabney | H. M. Garwood | T. N. Waul. |
| 1893 | E. B. Chappell | E. B. Parker | D. G. Wooten | S. W. T. Lanham. |
| 1894 | T. A. Robertson | Matt M. Smith | Claude Weaver | Wm. M. Thornton. |
| 1895 | S. A. King | J. A. Beall | | T. D. Wooten. |
| 1896 | G. H. Kinsolving | T. W. Gregory | R. M. Swearingen | G. T. Winston. |
| 1897 | W. B. Riggs | W. H. Wilson | Isaac W. Stephens | Thos. S. Miller. |
| 1898 | H. A. Bushnell | A. D. Sanford | N. G. Kittrell | A. W. Terrell. |
| 1899 | W. T. Moore | Rhodes Baker | J. W. Bailey | Leo N. Levi. |

ASSOCIATIONS AND AMUSEMENTS.

The young men have two literary societies—the Athenæum and the Rusk, and the young women have a separate society—the Ashbel. There are also a Young Men's and a Young Women's Christian Association.

A gymnasium has been equipped largely through the liberality of Regent Brackenridge. The boys have their athletic association and the girls their lawn tennis club.

VACATION SCHOOLS.

A university summer school is opened in the university rooms for one month during vacations, at which students desiring to qualify themselves to enter the university, teachers wishing to increase their scholarship in certain branches, and any other persons desiring special instruction, are offered opportunities for studying algebra, geometry, trigonometry, physics, chemistry, Latin, Spanish, German, and French. There are also held in the university during the summer vacation the State school of methods and a State summer normal. Professor Sutton, the head of the school of pedagogy in the university, has general supervision of the three schools, all which materially tend to harmonize the relations of the public school system of the State with the university, as the head of the system.

Chapter X.

AGRICULTURAL AND MECHANICAL COLLEGE.

INTRODUCTORY STATEMENT.

The sketch of this college was prepared by Prof. Robert F. Smith, and, in presenting it, he makes the following acknowledgments:

I can not submit this article, without expressing my indebtedness to numerous friends, who have spared themselves no trouble to assist me.

In some instances I have taken the liberty of weaving their words into my sketch without quoting, but I felt that they would accord me this privilege. To Col. Harvey Mitchell, of Bryan; Col. J. Larmour, of Austin; and Capt. T. M. Scott, of Melissa, I am especially indebted for much of the early history of the college of which I could find no record, and which, it seems, never before has been published. Col. John G. James, of Austin, has been extremely kind in supplying me, from his library, with bound proceedings, reports, etc., pertaining to the history of the college during and preceding his connection with it. To Hon. William W. Lang, of Dallas; Maj. A. J. Rose, of Salado; and Hon. Evan Jones, of Dublin, I am indebted for much information in regard to the connection of the State Grange and Alliance with the history of the college. To Colonel James, Professor Tilson, and Maj. Adriance, I am under obligations for contributions of old catalogues to complete the file, which up to the present time has not been kept. To Maj. John Adriance, Mr. A. O. Watson, of Austin, and others, I wish to express my grateful appreciation for services rendered; also, to President Ross for kindly assistance and advice.

COLLEGE STATION, TEX.

ROBT. F. SMITH.

ORIGIN OF THE COLLEGE.

The Agricultural and Mechanical College of Texas owes its foundation and endowment to the act of the United States Congress approved July 2, 1862, amended July 23, 1865, and to a joint resolution of the legislature of Texas approved November 1, 1866, and an act of the same body approved April 17, 1871.

Under these acts and the special laws of the legislature growing out of them, the first board of directors met at Austin July 16, 1875, and proceeded to organize the college.

Finally, the constitution of 1876, Article VII, provided:

SEC. 13. The Agricultural and Mechanical College of Texas, established by an act of the legislature, passed April 17, 1871, located in the county of Brazos, is hereby made and constituted a branch of the University of Texas, for instruction in agriculture, the mechanic arts, and the natural sciences connected therewith.

The college was formally opened for the reception of students October 4, 1876.

The constitution of Texas provides that taxes may be raised for the maintenance and support of the college.

The college is situated at College Station, in the county of Brazos, 5 miles south of Bryan and 95 miles northwest of Houston. The Houston and Texas Central Railroad runs through the grounds, daily trains stopping at the station about 800 yards from the main building.

The government of the college is vested in a board of directors, consisting of five members appointed by the governor of the State. They are "selected from different sections of the State and hold office for six years, or during good behavior, and until their successors are qualified."

In November, 1866, the legislature formally accepted from Congress the gift of 180,000 acres of public land for the endowment of an agricultural and mechanical college. This land was sold for \$174,000, which sum was invested in 7 per cent State bonds. As under the act of Congress neither principal nor interest of this money could be used for other purposes than the payment of officers' salaries, at the time of the opening of the college there was an addition to the fund, from accumulated interest, of \$35,000. This was invested in 6 per cent bonds of the State, thus furnishing an annual income of \$14,280.

The county of Brazos donated to the college 2,416 acres of land lying on each side of the Houston and Texas Central Railroad.

OBJECTS AND PRESENT POLICY.

The act of Congress which established the State agricultural and mechanical colleges defines their objects. But under that act there have been founded as many different schools as there are States. These institutions have presented a variety of educational schemes which have embraced nearly all gradations from the classical and mathematical college to the manual labor industrial school. In view of this fact it is proper to state as definitely as possible the interpretation given to the act of Congress by the authorities of this college and the manner in which they are endeavoring to carry out its provisions.

The general object of this college is to excite and foster in the minds of our people an enthusiastic appreciation of the attractiveness and value of those pursuits by which the material development of the country is advanced. It is the business of this college to turn the attention of our young men from the overcrowded "learned professions" to those occupations which have brought abundant wealth and power to other States, and which are beginning now to attract and well repay the services of trained young men in Texas. These objects are sought to be attained—

By a thorough course of instruction in mathematics and natural science, with continual application of principles to work in the shops, fields, gardens, vineyard, orchard, pastures, dairies, and other laboratories.

By relying upon text-books as little as possible and leading the students to seek information directly from observation and experiment.

By inculcating the dignity of intelligent labor—banishing the idea that the farmer or mechanic who is worthy of the name need be any less learned than the professional man.

By inducing in the mind of the student an enthusiastic love of nature and the study of natural laws, whereby agricultural and mechanical processes become invested with absorbing interest and are pursued in a spirit which leads to progress and success.

To enter the college an applicant must be in his sixteenth year, or at least must have attained a degree of physical and mental advancement corresponding to that age. He must be free from contagious or infectious disease, or any deformity that would unfit him for the performance of his duties as a student of this college. He may be required to furnish evidence that he has not been dismissed from another institution of learning and that his moral character is good. The mental attainments necessary for entering upon the courses of study comprise a fair knowledge of arithmetic as far as proportion, of descriptive geography, and of elementary English grammar and composition.

The regular courses of study lead to the degrees of bachelor of scientific agriculture, bachelor of mechanical engineering, bachelor of civil engineering, and bachelor of scientific horticulture. Thorough instruction, theoretical and practical, is given in the departments of mathematics, agriculture, mechanics, civil engineering, horticulture, chemistry, English, veterinary science, and drawing. Courses in modern languages are provided. Also special short courses in agriculture, horticulture, dairying, carpentry, blacksmithing, machinery, chemistry, drawing, and surveying.

Total expenses for session (exclusive of books and clothing), \$140.

EXPERIMENT STATIONS.

In 1887 Congress made provision for establishing, equipping, and supporting agricultural experiment stations in the several States, the stations to be placed under the supervision of the boards of directors of the State agricultural and mechanical colleges, where such colleges have been established. The act of Congress appropriates \$15,000 per annum from the United States Treasury, to each State, to equip and support the stations. Owing to some technical defect in the bill as passed, additional legislation was required to make the fund available. By recent enactment the appropriation is placed at the disposal of the several States, and the stations are being organized.

The purpose for which the agricultural experiment station bill was passed is clearly set forth in section 2 of the act, which reads as follows:

It shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as furnished under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effect on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese, and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable.

The bill further provides that reports of the progress made in experiments shall be published from time to time, one copy of which shall be sent to each newspaper published in the State where such station is located, and one to each individual actually engaged in farming who may request the same, as far as the means of the station will permit; all such reports to be carried in the mails free.

The experiment stations were placed under the supervision of the boards of directors of the agricultural and mechanical colleges, not for the purpose of assisting the colleges, but because it was thought the fund would be most judiciously expended under such control, and it was believed that a portion of the equipment of said colleges, in the way of land, stock, implements, etc., might, without detriment to the work of the colleges, be used to some extent in experimental work. It was thought, also, that men employed at the colleges, many of whom have become skilled in experimental work, would be able to give part of their time to the station. The bill expressly provides that no part of the fund appropriated shall be used for any purpose other than equipping and supporting an establishment for carrying on experimental work. While the stations may be attached to the agricultural colleges and be made departments of the same, no part of this fund may be used in support of the colleges except in experimental work.

In accordance with the act of Congress, the board of directors of the Agricultural and Mechanical College of Texas have established this station, and have made provision for beginning the work. The station is located at the college and is made a department of the college. Such part of the college farm, buildings, and other equipments as may be deemed necessary for experimental work will be assigned to the station department by the board of directors. In addition to the equipment assigned, whatever buildings, apparatus, or other materials are found necessary to carry out the provisions of the law will be provided from the experiment station fund. The board of directors of

the college have placed the station department under the immediate control of the agricultural experiment station council, consisting of the chairman of the faculty, the agent of the board, and the director of the station. The departments of agriculture, horticulture, chemistry, and veterinary science will aid in the experimental work, the heads of the departments to superintend the details in their several departments.

The board of directors of the college desire to make the work of the station of as much value to the agricultural interests of the State as may be possible. The work will be conducted at all times with special reference to giving information of value that may be of some practical use to the farmer. To enable them to carry out this policy, all associations having the advancement of agriculture in view—the Grange, Alliance, Stockbreeders, Fruitgrowers, and other organizations—will be invited from time to time to appoint delegates to meet with the board of directors and the council, and consult and advise with them in regard to the work of the station. Suggestions will be gladly received at all times from any one who is interested in advancing the agricultural interests of the State. Through the courtesy of the State Penitentiary Board, branch stations have been established on the State farms for making experiments of interest to the particular localities where the farms are situated.

Following is a list of the most important investigations so far undertaken by the station:

A study of the disease of the cotton plant known as “blight,” or “root rot,” and experiments to find a preventive for the same; jointly with the Missouri Agricultural Experiment Station, a study of the cattle disease, “Texas fever,” to determine how the disease is transmitted, what parts of the State are free from it, and experiments in disinfecting to prevent cattle from spreading the disease when Texas cattle are shipped north, and inoculating cattle to protect from the disease when brought into the State; testing different fertilizers; growing a variety of forage plants, including silage crops; fattening cattle on different rations to determine the most economical method of feeding; testing a variety of food stuffs for the production of butter; testing tile drains on land used for growing farm, fruit, and vegetable crops; testing a variety of grasses, fruits, and vegetables; operating a creamery for investigation in dairy work.

Bulletins are published from time to time, giving in detail the work of the station, and sent free to any applicant in the State.

Information in regard to construction of silos, farm buildings, creameries, with plans for the same, and list of machinery and estimates as to cost will be supplied upon request.

HISTORICAL RETROSPECT.

The subject of national aid for the development of agricultural interests in America seems to be almost as old as the country itself. The following is taken from an excellent address by Prof. Alex. Hogg.

In his annual message of December 7, 1796, George Washington says:

It will not be doubted, that with reference to either individual or national welfare, agriculture is of primary importance. In proportion as nations advance in population and other circumstances of maturity, this truth becomes more apparent, and renders the cultivation of the soil more and more an object of public patronage.

Again, in a letter to Sir John Sinclair, the father of British agriculture and British statistics, Washington further says:

I fear it will be some time before an agricultural society with Congressional aid will be established in this country. We must walk, as other countries have done, before we can run. Smaller societies must prepare the way for greater; but, with the light before us, I hope we shall not be so slow as other nations have been.

In the years that followed these words many memorials were presented to the State legislatures and Congress. In 1844 an able article by Sir Jonathan Scherer appeared in the Michigan Farmer advocating more thorough education of farmers. In 1849, Hon. E. H. Lathrop, in the first annual address before the Michigan Agricultural Society, strongly advocated the teaching of botany, chemistry, zoology, physiology, and mechanics, on account of their direct bearing on the science of agriculture. In December of this year the society adopted a resolution by Hon. Bela Hubbard, requesting the legislature to establish an agricultural college and model farm, as follows:

Resolved, That our legislature be requested to take such legislation as shall appear necessary or expedient for the establishment of a State Central Agricultural Office, with which shall be connected a museum of agricultural products and implements and an agricultural library, and as soon as practicable an agricultural college and model farm.

A committee consisting of Mr. Hubbard, Mr. Dort, and Mr. Holmes were appointed to memorialize the Michigan legislature in behalf of the foregoing resolutions. By the efforts of this committee, the legislature, in 1850, passed a joint resolution calling on Congress for a gift to the State of 30,000 acres of land for the support of agricultural schools in Michigan. This seems to have been the origin of the agitation which led in 1862 to what is known as the Morrill bill. At this same session of the legislature the educational committee reported as follows:

The legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement; and shall, as soon as practicable, provide for the establishment of an agricultural school.

In accordance with this report the legislature, in 1855, did provide for the opening of such a college, though the college was not formally opened to students until May, 1857, when Joseph R. Williams, M. A., had the honor as well as the difficult task of being the president of the first State agricultural college in America.

Not until 1858 did the matter of Congressional aid for agricultural colleges take definite shape, and the science of agriculture, as a science, receive its greatest impetus. Hon. Justin R. Morrill, of Vermont submitted to Congress his famous bill, the far-reaching effects of which will be felt for ages yet to come, setting apart a portion of the public domain (30,000 acres of land for each Senator and Representative in Congress) for the permanent endowment in each State and Territory—of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

After much discussion during two sessions, this bill passed both branches of Congress, but was vetoed by President Buchanan. Nothing daunted, however, Mr. Morrill again brought up the bill under Abraham Lincoln's Administration, and it was enacted into a law July 2, 1862. To this bill all agricultural colleges in this country owe their existence, with the single exception, I believe, of the Michigan Agricultural College, which, as previously stated, claims the distinction of having been the first established in America; the next being the Kansas State Agricultural College, organized in 1863; then one in New Jersey, in 1864, and one in Kentucky in 1865.

The Morrill act provided that the land grant must be accepted, and provision made for the establishment of the colleges, within five years, but that no State or Territory in a state of rebellion should be allowed to take advantage of the provisions of the act. It thus occurred that some of the States were deprived of the privilege; but this difficulty was obviated by an amendatory act, approved July 23, 1866, which extended the time of acceptance three years from date of amendment, and stipulated that the colleges must be provided for by the State within five years of the filing of such acceptance with the Commissioner of the General Land Office.

In November, 1866, Texas passed an act accepting the national grant, and having two Senators and four Representatives in Congress received 30,000 acres for each, or a total of 180,000 acres. The scrip for this land was sold by James P. Newcomb, secretary of state, under authority of Governor E. J. Davis, at 87 cents per acre. The proceeds of this sale, \$150,600, were invested in 7 per cent frontier defense bonds to the amount of \$174,000. These bonds are in the State treasury with interest coupons attached which are promptly paid semi-annually.

ESTABLISHING THE COLLEGE.

By an act of the legislature approved April 17, and an amendment May 30, 1871, provision was made for the establishment of the Agricultural and Mechanical College of Texas, to be controlled and managed in accordance with "An act to establish the University of Texas," passed February 11, 1858, until otherwise directed by law; and an appropriation of \$75,000 was made out of the school fund for the erection of college buildings and professors' residences. A part of this act provided that the governor of the State should appoint three commissioners, who should, within thirty days of such appointment, select a location for the college. Governor E. J. Davis appointed on this commission Senator Slaughter, of east Texas, Senator John Bell, from south Texas, and Representative Grotehouse, of west Texas. The commissioners advertised for bids and bonuses from the places desiring the location of the college. They were invested with full authority to locate the college where, in their opinion, the most favorable inducements (locality, bonuses, etc. considered) were offered. Hon. W. A. Saylor, at that time senator from Brazos County, suggested to the citizens of Bryan that if sufficient efforts were made the location of the college might be secured for Brazos County. In accordance with this suggestion, the commissioners were invited to stop at Bryan on their tour of inspection of places applying for the location. After visiting San Antonio, San Marcos, Austin, Waco, Tehuacana Hills, and other places, they came to Bryan, where they were entertained by her enterprising citizens, and shown a number of eligible sites for the location of such a college—among others, the present site of the college. At the outset the commissioners decided that the college must be situated in a central locality, as regarded the then most populous portion of the State, and be easily accessible to all parts of the State; it must be on a railroad, not proposed to be built, but in actual operation; and, above all, it must be a healthy locality. The present site of the college was considered to satisfy all these requirements in a high degree (so the committee intimated) and the Brazos County delegation were advised to put in a bid for the location.

The prize was secured for Brazos County, notwithstanding this was then considered one of the poorest counties in the State, and its bid was the lowest made. The centrality of the situation, the healthfulness of the location—being situated on the dividing ridge, the greatest elevation between this place and the Gulf of Mexico, midway between the Brazos and Navasota rivers where the surplus waters from the west of the college elevation flow to the former, while the waters from the east flow down the gentle slope to the latter—where the chilling blasts from the north and the balmy breezes from the south dispel all miasmatic germs; where runs the Houston and Texas Central

Railway, which by its numerous connections furnishes easy access to the whole of Texas's vast territory—these considerations secured for Brazos County the coveted prize. In order to make the location certain, however, the legislature commissioners stipulated that they be furnished within forty-eight hours with complete and satisfactory title papers to the land.

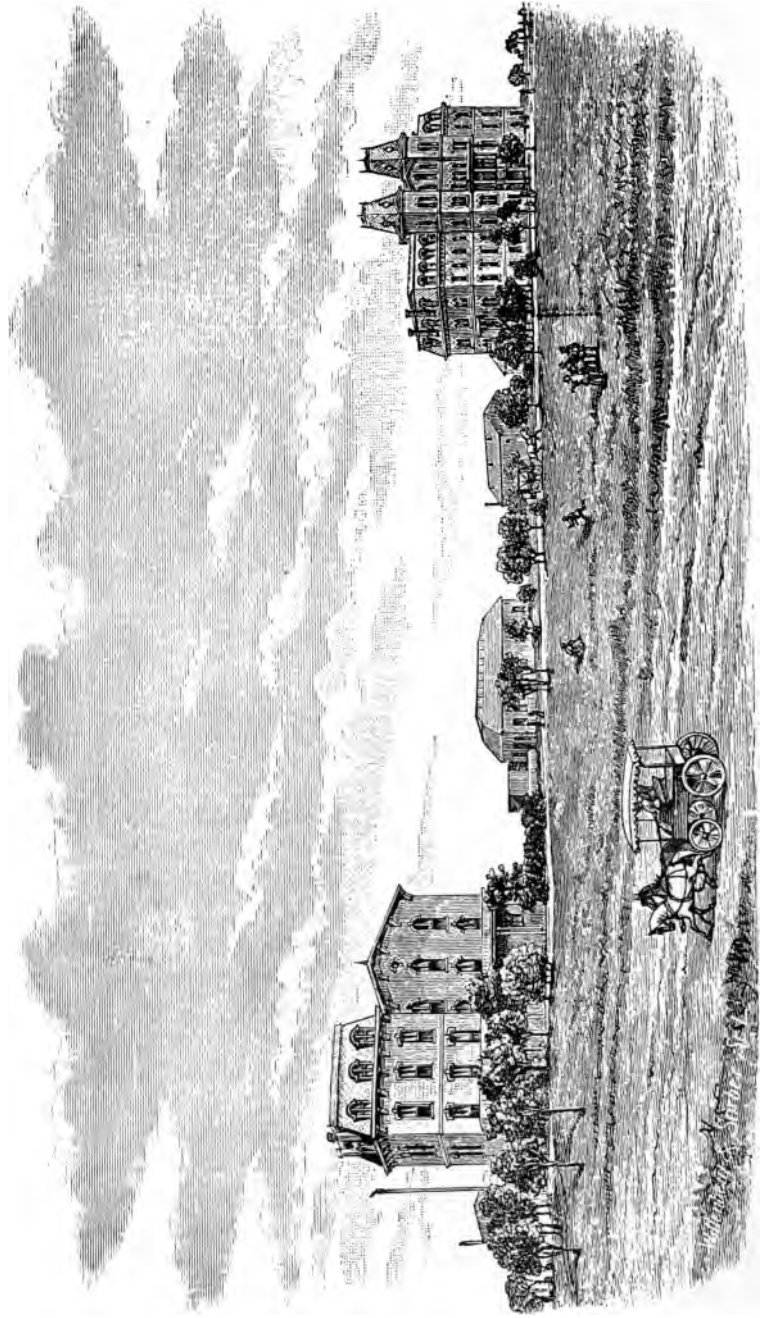
Colonel Mitchell, to whom I am indebted for much of the early history of the college, said to me:

I, with my daughter, was on my way to New York; but finding Brazos County had so much at stake, gave up my trip, returned to Bryan by first train, hastily called another meeting, and myself appointed John N. Henderson, now district judge, and Mr. N. W. McCraw, to raise by private subscription sufficient money to make the first payment on the land and secure the deeds from Rev. J. Fred Cox, Nelson Rector, and Harvey Mitchell. The money thus raised, together with satisfactory notes signed by Messrs. Mason D. Cole, J. M. Robinson, E. L. Ward, William and Dave McIntosh, Dr. J. P. Mitchell, Col. Harvey Mitchell and others, secured the absolute warranty deeds required by the commissioners.

(The original deeds have been lost; but they are matters of record in Brazos County, Book M, as follows: Nelson Rector, 210 acres, \$3,000; J. Fred Cox et al., 1,226 acres, \$6,130; Harvey Mitchell, 980 acres, \$12,000.)

Previous to the payment of these notes, on which suit had been brought, an election was ordered to be held to ascertain whether or not the money should be raised by taxation instead of by private subscription as first contemplated. The vote was practically unanimous, but three dissenting votes having been cast in the contest. Thus the college was located in Brazos County, about 5 miles south of the thriving town of Bryan, on a tract of land containing 2,416 acres.

The legislature had provided, act of 1871, that as soon as the commissioners should decide on the location of the college, it should be their duty to construct the necessary buildings under the supervision of a competent architect. The acts of April and May, 1871, had appropriated \$75,000 for the erection of necessary college buildings and professors' residences. The plans were prepared and W. H. Dean, of Bryan, was employed to furnish 150,000 bricks for the main building. Colonel Mitchell was offered an appointment by Governor Davis on the committee to construct the necessary buildings to put the college in successful operation, but declined the honor. The work of erecting the main building was begun at once, and foundation completed to the grade line, also one cistern was finished, at which time about \$38,000 had been used by the board of commissioners for the work rendered and said commissioners made application for the balance of the appropriation.



AGRICULTURAL AND MECHANICAL COLLEGE.

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INSPECTION OF THE BUILDINGS.

Many demands having been made upon Governor Davis, he appointed a special board to inspect the work. A committee of about twenty citizens, together with Col. J. Larmour, of Austin, was appointed to make an inspection. After visiting College Station, and upon investigation and report thereon, all work executed was condemned and Colonel Larmour was then appointed to prepare plans and specifications and supervise the erection of the required buildings, a new commission having been appointed to supervise the work. On this commission were appointed Judge Spencer Ford of Bryan, Judge Broadus, Dr. Taylor, and James H. Raymond of Austin. With \$37,000, the balance of the \$75,000 appropriation, Colonel Larmour had the main building erected upon a new site and foundation, ready for the roof. Colonel Larmour was reappointed architect by Governor Coke, and made the estimates for the amount required to finish the main building and cistern. An appropriation of \$40,000, approved April 2, 1874, was made for that purpose. The next appropriation, \$32,000, approved February 8, 1875, was made to erect the mess hall.

CONSTITUTIONAL PROVISIONS.

In 1876, Hon. B. H. Davis, of Bryan, being a member of the constitutional convention and also a zealous member of the board of directors of the college, succeeded in having engrafted into the constitution the provisions of Article III, section 48, the right of the legislature to levy taxes for the support of public schools in which shall be included colleges and universities established by the State, and the maintenance and support of the Agricultural and Mechanical College of Texas. Article VII, section 13, constituted the Agricultural and Mechanical College of Texas, established by act of the legislature passed April 17, 1871, and located in the county of Brazos, a branch of the University of Texas for instruction in agriculture, the mechanic arts, and the natural sciences connected therewith. And it was also provided that the legislature should, at its next session, make an appropriation not to exceed \$40,000 for the construction and completion of the buildings and improvements and for providing the furniture necessary to put said college in immediate and successful operation. At the special session to ratify the constitution the sum of \$40,000 called for under the new constitution was appropriated for the construction of professors' residences, furnishing the buildings, etc. Colonel Larmour also made out specifications for and purchased the necessary furniture and equipment. Under his supervision everything was made ready for the opening of the college. After he had shown the members of the first

faculty their quarters and the college had been opened, his services terminated. No architect succeeded Colonel Larmour. The college being in such straits for money had to dispense with his services, since which time all building has been done under competitive plans and specifications by competent architects. At the time of opening the college, October 2, 1875, interest had accrued from the Federal endowment to the amount of about \$45,280, and by legislative act, approved August 21, 1876, the State board of education was authorized to collect all interest due to date and invest the same (except \$12,000). As nothing was said as to the kind of investment, it was held by article 3697, Revised Civil Statutes, page 529, that such investment is declared to "constitute a part of the perpetual fund until the legislature shall otherwise provide." Hence, should it see fit to do so, any legislature could authorize the use of any part or all of this \$35,000 for the support and maintenance of the college, but it is prohibited by a part of section 5, act of Congress approved July 3, 1862, from using any part of it, "directly or indirectly, under any pretext whatever, for the purchase, erection, preservation, or repair of any building or buildings." It will thus be seen that the permanent annual income from this endowment is as follows:

| | |
|--|----------|
| Interest on \$174,000 frontier defense bonds, 7 per cent | \$12,180 |
| Interest on \$35,000 State 6 per cent bonds..... | 2,100 |
| | 14,280 |
| Total | 14,280 |

FIRST BOARD OF DIRECTORS.

In accordance with an act approved March 9, 1875, the first board of directors of the college was constituted as follows: Governor Richard Coke, Lieut. Governor R. B. Hubbard, Hon. T. R. Bonner, speaker of the house of representatives, and Messrs. E. B. Pickett, Charles de Morse, B. F. Graves, B. H. Davis, C. S. West, and F. S. Stockdale, respectively, in the order named, from the several Congressional districts of the State. Governor Coke was ex-officio president and Lieutenant-Governor Hubbard vice-president of the board. William Falconer, of Bryan, was appointed secretary. Of this board C. S. West resigned, and A. J. Peeler, of Austin, was appointed November 13, 1876; B. F. Graves resigned, and T. M. Scott was appointed November 29, 1876. The next election took place by the legislature, March 10, 1879, at which time Hon. E. S. Pickett was reelected from the First district; A. J. Peeler reelected from the Fifth district; also H. W. Lyday, elected from the Second district; J. N. Dickson, Third; J. W. Durant, Fourth, and George Pfeuffer, Sixth. Of this board H. W. Lyday resigned November 24, 1880. The first meeting of the board was held at Bryan, June 1, 1875, for the purpose of effecting an organization of the college. There were present Gov-

ernor Coke, Lieut. Governor Hubbard, and Speaker Guy M. Bryan, with Directors Davis and West. It was deemed impracticable at that time to effect further organization, but it was decided at this meeting that the faculty should consist of a president and five professors, to be elected at the next meeting. Governor Coke, C. S. West, and B. H. Davis were constituted a committee to "define and regulate a course of instruction to be taught in each professorship, and to decide upon the salaries to be paid to the separate members of the faculty." Governor Coke, as president of the board, was instructed to write to the ex-president of the Confederacy, Jefferson Davis, and tender him the presidency of this college. The board next met in Austin, July 15 following, when the committee appointed at the first meeting reported:

The faculty shall consist of a president and five professors, as follows: First, president and professor of moral and mental philosophy; second, professor of pure mathematics; third, professor of ancient languages and belles lettres, English literature, and history; fourth, professor of modern languages; fifth, professor of chemistry, the natural sciences, and agriculture.

The committee further recommended that the salary of the president be fixed at \$3,000, and the salaries of each of the professors be fixed at \$2,250, with residences furnished them.

SELECTION OF THE COLLEGE FACULTY.

The Hon. Jefferson Davis having declined the presidency, and stating that he could send them a better man than himself, Prof. Thomas S. Gathright, of Monroe County, Ga., was, upon his cordial recommendation, elected to that responsible position. Prof. Gathright was largely a self-made man. Having lost his father at an early age, by his own unaided efforts he completed a course of study under that distinguished educator, Henry Tutwiler, LL.D., at Green Springs, Ala. He taught for a short time, then went to Somerville, Miss., where he established a high school for the preparation of boys for college. This school took high rank at once, which was maintained until its close. In 1875 he was nominated for superintendent of education in Mississippi by Governor Stone and unanimously confirmed by the Senate. He resigned that position to accept the presidency of this college in September, 1876, which position he held with credit until in the fall of 1879 the dissensions among the faculty led to a reorganization of the entire faculty, a blow from which he never recovered, dying within a year after his dismissal. With him were elected Prof. Alexander Hogg, now superintendent of public schools at Fort Worth, professor of pure mathematics; Prof. John T. Hand, now superintendent of city schools, Corsicana, professor of ancient languages, belles lettres, etc.; Prof. William A. Banks, now assistant professor of languages and English in this college, professor of modern languages; Prof. R. P. W. Morris, applied mathematics and mili-

tary tactics; Gen. H. P. Bee was elected steward and superintendent of farm; Dr. D. Port Smythe, of Bryan, was elected college physician. Such of these gentlemen as were at that time in Austin were called together and a pamphlet was prepared for circulation, setting forth the outline of courses of study, announcements, etc.

OPENING OF THE COLLEGE.

This circular of 32 pages announced that the college would be formally opened on the 2d of October, 1876, and that provision had been made for the admission of a number of students free of tuition. From an address delivered in 1879 by Professor Hogg I learn that the board had determined to admit free of all tuition fees as large a number as possible of "meritorious young men of limited means." They decided finally to admit three from each senatorial district—appointments to be made on competitive examination to be conducted at such place and in such manner as the senator from the district may determine; also one from each Congressional district and two from the State at large, to be appointed by the United States Senators from Texas. There being 31 senatorial and 6 Congressional districts in the State at that time, there were admitted in this way 101 State students. Each student would be required to stand a satisfactory entrance examination, must be of good moral character, and must be not less than 15 years of age. The total expense for State students would be \$2,000 per session, which included an allowance for uniform. They further decided that the inaugural addresses would be delivered by the governor of the State and president of the college; that there would be four three-year courses of study offered—first, a course in agriculture; second, a course in mechanics and engineering; third, a course in languages and literature; and fourth, a course in military tactics. In pursuance of this circular the board of directors met at Bryan, November 4, 1876. Gov. Richard Coke delivered the inaugural address, and was followed by President Gathright, in which he set forth briefly the aims, operations, purposes, and advantages of the college. The first catalogue shows the following courses of study offered: First, pure and applied mathematics, natural philosophy, and astronomy; second, English language and literature, embracing a thorough and extended course in grammar, rhetoric, criticism, essay writing, and study of the English classics; third, analytical chemistry as applied to the arts, laboratory practice, and a full course to fit students to become druggists, chemists, and pharmacutists; fourth, natural history, botany, zoology, geology, and physical geograhy; fifth, history and social science; sixth, mental and moral philosophy and logic; seventh, modern and ancient languages: French, German, Spanish, Latin, Greek; eighth, drawing—architectural, free hand, and projective.

From Capt. T. M. Scott, one of the most prominent members of the board of directors, I learn that there were but 6 students reported for duty at the opening. The record for the second year shows the phenomenal increase from that small beginning to an enrollment of 341, though there were accommodations for but 160. For the purpose of providing instructors for this great increase, a special meeting of the board was convened in November, 1877, at which time two adjunct professors were elected and the Secretary of War was asked to detail an officer from the United States Army as commandant. At a meeting of the board in July, 1878, the department of English literature was created and Gen. L. M. Lewis was placed at its head. The two adjunct professors appointed were: L. L. McInnis, A. M., ancient languages and English; Capt. Jas. E. Binkly, adjunct professor and assistant commandant. The Hon. Jefferson Davis was invited to attend commencement and deliver the annual address, but he did not accept.

At the third session there were 248 matriculates, while for the session for 1879-80 the total number dropped to 144, and at one time I believe there were less than 50 students present. This was due, however, to the trouble and consequent reorganization of the college in 1879. In 1880 the first graduates issued from the institution, the majority of them graduating in some one or more of the schools of English, moral philosophy, languages, engineering, or mathematics. Only two, William Harrison Brown and Lewis John Kopke graduated with a degree (C. E.)

An examination of the courses of study during the first three years shows that they were almost entirely literary. The subject of industrial education was entirely new in Texas, and the first faculty being unacquainted with such work naturally traveled in the old rut. The masses of the people, however, had anticipated and demanded through the public press, and as individuals, that the true objects of the institution be carried out in good faith. So far, the leading objects of the institution, "agriculture and the mechanic arts," were almost totally neglected. It is true the professor of chemistry, natural sciences, etc., had tacked on to his long list of scientific studies "practical agriculture;" but it was almost wholly in name. A small farm of 10 acres was opened, but no appropriation having been made either for the equipment of the agricultural or mechanical departments, the board at its fourth meeting, in January, 1877, ordered the mules, wagons, etc., belonging to the farm, sold. Owing to the lack of funds the office of farm superintendent, secretary of the board, and college architect, were abolished. In November of that year, however, the board arranged to have a small tract in cultivation for the next spring, so that students might have instruction in practical work and participate if they saw fit. No regular organization of either of these leading

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departments was, however, attempted until after the reorganization of the college in 1879.

The sixteenth legislature, at its special session, provided in the appropriation bill, approved July 7, 1879, that the sum of \$7,500 be appropriated for each of the next two years "for cabinet, library, and agricultural implements, to be paid out of the interest arising from the university fund, a sum quite insufficient to properly equip even one of the industrial departments. This, as might have been expected, brought down upon the college management the denunciations of almost the entire State press. Nor were poverty, hostile public sentiment, and the adverse criticism of the press all with which the college had to contend during these years of trouble.

REORGANIZATION OF THE FACULTY.

Differences had early arisen among the members of the faculty and these dissensions became so bitter and of such a personal nature that Governor Roberts called a meeting of the board of directors at Bryan, in November, 1879, for the purpose of making a full investigation of the trouble. After a searching investigation, which lasted for ten days, it was deemed necessary to entirely reorganize the faculty. From the board report of 1881, I quote:

And your excellency and the rest of the board, taking this view of their duties and of the obligations resting upon the faculty to properly conduct the college after it had been organized and turned over to them, did not hesitate at its meeting at Bryan, in November, 1879, to make an entire change in the faculty, it being apparent that, from personal differences, which they had failed to reconcile among themselves, the college could not be successfully carried on and that the good of the institution imperatively demanded a reorganization.

The resignations of the entire faculty having been called for and received, the election of a new faculty followed. Prof. John G. James was elected president. He was born on a plantation in Fluvanna County, Va., December 1, 1844, entered the Virginia Military Institute in 1862, graduating in 1866. He served with the cadet corps of that institution in the battle of Newmarket, May 11, 1864; was professor of chemistry and assistant professor of mathematics in Kentucky Military Institute, 1866-67; came to Texas in 1867, and conducted the Bastrop Academy until 1869, when, by permission of Maj. Gen. J. J. Reynolds, United States Army, commanding the fifth military district (Louisiana and Texas), he organized the Texas Military Institute at Bastrop, of which he was superintendent until 1879. He removed this institution to Austin in 1870.

NEW FACULTY CHOSEN.

Following the reorganization of the college in 1879, and, as a result of that action, the board of directors, profiting by past experiences, were desirous of employing the best material to be had for president

of the Agricultural and Mechanical College of Texas, and unanimously selected Colonel James as the standard bearer. He assumed his duties there December 1, 1879, and discharged them faithfully and well until April 1, 1882, when he voluntarily resigned to enter the banking business. In accepting his resignation, the board gave the following testimonial:

It is fit that the directors express, by formal action, their appreciation of the services of the president: Therefore,

Resolved, That the board of directors accept with regret the resignation of President James, and that they hereby unanimously concur in expressing their high appreciation of his past services, and bear testimony to the skill, interest, and integrity of purpose with which he has administered the affairs of the institution.

Since his resignation he has organized a number of banks, at Colorado, Wichita Falls, Henrietta, Childress, Llano, and Hempstead, and he is also a director in a number of others, and has been banker and broker ever since. His present residence is Austin, Tex. In 1875 he was appointed by the Secretary of the Navy a member of the board of visitors of the United States Naval Academy at Annapolis, and was the first Texan ever appointed on that board. He is a member of the Southern Historical Society, and author of *Southern Selections for Reading and Oratory*, published by A. S. Barnes & Co., in New York, 1879.

With President James were elected the following professors: James R. Cole, A. M., professor of English and history; Charles P. Estill, A. M., professor of ancient languages; Hardaway H. Dinwiddie, professor of chemistry and physics; Berry Allen, professor of mathematics; D. Port Smythe, M. D., professor of anatomy, physiology, hygiene, etc. Governor Roberts, Lieutenant-Governor Sayers, Hons. A. J. Peeler and George Pfeuffer were appointed a committee of the board to select suitable professors of modern languages, practical agriculture, and natural sciences under the following resolution:

Resolved, That the professor of agriculture shall be a person qualified to instruct in the field as well as in the lecture room, and the duties of such professor shall require him to instruct his scholars as fully as practicable in the nature and composition of the soils, and their analysis and relations to special products; and in pursuit of this object, he shall, not less than three times per week, take his scholars into the grounds in cultivation in the college inclosure, and by practical application teach them all the elements of husbandry, and have them give such personal attention and practice as will enable them to become practical farmers, with a knowledge of the advantages which scientific research and analysis, tested by practice, have already given to agriculture.

The board also ordered 50 acres additional put in the farm, and made provision for allowing those students who desired to do so, to cultivate small tracts of land to assist in paying their way through college. The committee selected Marie E. B. G. Gartner, professor of modern languages; C. C. Georgeson, professor of practical agriculture, and L. L. McInnis, who had been acting professor of mathe-

matics, vice Berry Allen, was made professor of mathematics July 29, 1880. A professor of mechanics was also provided for at this meeting, and \$4,000 appropriated by the board of directors to equip the mechanical department, to the head of which Franklin Van Winkle was duly elected. (The resignations of both Professors Georgeson and Van Winkle were accepted in June, 1883.)

At this same meeting of the board the departments of ancient and modern languages were combined under the head of the chair of languages, and Professor Gardner placed in charge. The expiration of Captain Olmstead's detail being near at hand, the board applied to the War Department successively for Lieuts. J. J. Haden and W. S. Scott; but from some cause neither was detailed, Lieut. Charles J. Crane having been detailed instead.

ADDRESS TO THE PUBLIC.

The board after the reorganization issued the following address:

In view of the late troubles at the college and reorganization of the faculty, the board thought it proper to acquaint the people of the State with its present status; hence the following to the people of Texas:

The directors of the Agricultural and Mechanical College respectfully state that at their recent session at Bryan they found the institution in excellent condition, except as to certain unhappy dissensions existing in the faculty. The remedy of reorganization was deemed indispensable and promptly applied. A new president and professors of ripe experience, vigorous manhood, and acknowledged ability and reputation in this State were chosen and are in charge. One hundred and thirty students are in attendance, and we hope and believe the number will be speedily increased. The money appropriated by the legislature has been judiciously expended in the purchase of a library, cabinet, mathematical instruments, and agricultural implements, and the advantages now offered are superior to those heretofore offered. We will do all in our power to make this institution what it ought to be, and trust that our efforts will be seconded by the people of the State, to whom the institution belongs.

Signed November 24, 1879, by O. M. Roberts, governor and ex officio president of the board; J. D. Sayers, lieutenant-governor; John H. Cochran, speaker of the house of representatives; and E. B. Pickett, A. J. Peeler, J. K. Dixon, H. W. Lyday, J. W. Durant, and George Pfeuffer, directors.

As will be seen from the foregoing, the attempt of the board was to direct the college to its legitimate channel; to make it, in fact as in name, an agricultural and mechanical college. It had struggled along under the old régime for over three years, when at the recommendation of the governor the next legislature provided for a special board of directors, whose term of office should be six years or during good behavior. Under the new law the governor appointed the following board: Judge J. D. Thomas, of Bryan; Hon. George Pfeuffer, of New Braunsfels; C. C. Wiggin, of Houston; J. G. Garrison, of Henderson; and Captain T. M. Scott, of Melissa.

AGRICULTURAL AND MECHANICAL FEATURES.

In his first report, March 1, 1880, to the board of directors, President James presented a "Plan for inaugurating the practical features of the institution." In a brief article I can only refer to some of the main features of this report. He recommended, instead of the elective system of studies adopted by the first faculty, "a well-arranged curriculum" as giving more satisfactory general results. He cordially recommended the early adoption of a plan of "instruction in agriculture and the mechanic arts." He said:

The present farm, about 80 acres, is entirely too small, and \$2,500 would fence the adjoining 600 acres of the college domain east of the railroad, giving land enough for gardens, orchards, staple crops, stock pasture, experiments, ornamental grounds, and buy what additional implements may be needed. At present the agricultural department can not possibly be conducted, as a means of practical instruction, with any material profit to the students, a fact recognized by them, as this report shows no student taking the course.

His recommendations for the mechanical department, based on the report of the Boston Institute of Technology, were adopted and partly put in practice for the ensuing year.

Following are the schedules, which were adopted, as recommended by President James:

| AGRICULTURAL COURSE. | | Hours weekly. |
|--|--|---------------|
| First year, first term: | | |
| Mathematics (arithmetic and algebra) | | 5 |
| English (grammar and composition) | | 5 |
| Agriculture (soils and live stock)..... | | 5 |
| Practice (use of farm machinery)..... | | 10 |
| First year, second term: | | |
| Mathematics (algebra and geometry) | | 5 |
| English (United States history, composition)..... | | 5 |
| Agriculture (soils and botany) | | 5 |
| Practice (use of farm machinery)..... | | 10 |
| Second year, first term: | | |
| Mathematics (algebra and geometry) | | 5 |
| Physics (principles, laboratory work)..... | | 5 |
| English (rhetoric and essays) | | 5 |
| Agriculture (irrigation, zoology) | | 5 |
| Practice (garden, orchard farm work) | | 10 |
| Second year, second term: | | |
| Mathematics (surveying, mechanics) | | 5 |
| Chemistry (theoretical, experimental)..... | | 5 |
| English (universal history, essays) | | 5 |
| Agriculture (dairying, fertilizers, etc.)..... | | 4 |
| Practice (garden, orchard, farm work) | | 10 |
| Third year, first term: | | |
| Farm engineering (leveling, surveying, etc.) | | 3 |
| Chemistry (laboratory work) | | 8 |
| Astronomy (Lockyer's Outlines) | | 2 |
| English (literature, orations, essays)..... | | 3 |
| Agriculture (meteorology, veterinary science)..... | | 5 |
| Practice (experimental work)..... | | 20 |

| Third year, second term: | Hours weekly. |
|---|---------------|
| Chemistry (laboratory work) | 8 |
| Geology (Dana's Elements)..... | 2 |
| English (literature, lectures, essays)..... | 3 |
| Agriculture (veterinary science, entomology)..... | 5 |
| Law (Constitution of United States, Texas) | 2 |
| Practice (experimental work)..... | 10 |

MECHANICAL COURSE.

| First year, first term: | Hours weekly. |
|---|---------------|
| Mathematics (arithmetic, algebra)..... | 5 |
| English (grammar, composition) | 5 |
| Drawing (free-hand drawing)..... | 5 |
| Practice (shop practice, woodwork) | 10 |
| First year, second term: | |
| Mathematics (algebra, geometry)..... | 5 |
| English (United States history, composition)..... | 5 |
| Drawing (free-hand, geometrical) | 5 |
| Practice (wood-working machinery)..... | 10 |
| Second year, first term: | |
| Mathematics (geometry, trigonometry) | 5 |
| Physics (principles, laboratory work) | 5 |
| English (rhetoric, essays, etc.) | 5 |
| Drawing (mechanical drawing) | 5 |
| Practice (metal working) | 10 |
| Second year, second term: | |
| Mathematics (geometry, surveying) | 5 |
| Chemistry (experimental) | 5 |
| English (history, essays, etc.)..... | 5 |
| Drawing (machine drawing)..... | 5 |
| Practice (steam engineering, tools, etc.) | 10 |
| Third year, first term: | |
| Mathematics (mechanics)..... | 5 |
| English (literature, orations, essays)..... | 3 |
| Chemical physics (laboratory work)..... | 6 |
| Astronomy (Lockyer's Outlines) | 2 |
| Engineering (civil engineering) | 5 |
| Practice (geometry, machine construction)..... | 10 |
| Third year, second term: | |
| Engineering (engines, millwork, iron, etc.) | 5 |
| English (literature, orations, essays) | 3 |
| Geology (Dana's Elements)..... | 2 |
| Law (Constitution of United States, Texas) | 2 |
| Drawing (shop constructions) | 5 |
| Practice (special machine work) | 10 |

RADICAL REORGANIZATION.

The radical changes made by the new board of directors were considered by many rash in the extreme, and not a few predicted that so complete a repudiation of the time-honored schemes of education would bring utter ruin upon the institution. Indeed its fortunes seemed des-

perate. There were less than 75 students present and public sentiment seemed, almost without exception, hostile. The new board had made provision for an agricultural and mechanical college in full accord with the letter and spirit of the act of Congress establishing these institutions. To carry out the design required money for the purchase of animals and agricultural implements to teach the science and practice of agriculture and its allied branches. Money was absolutely necessary to purchase mechanical tools, and the machines were costly. The board had not a dollar at their command which could be used for either. The interest on the endowment could only be used for paying the salaries of professors and officers. The legislature had made no appropriations for putting the practical department in operation. The constitution of 1876 had made the college a branch of the State University; but the board of regents absolutely refused to appropriate a penny to the college. During these years of poverty and trouble for the college, there was growing up among the farmers a great organization, numbering in 1879, the time of the reorganization of the college, more than 150,000 members. In June, previous to the reorganization of the college, this organization, the State Grange, was in session in Sherman, and had under discussion the establishment of a college for the education of the sons of farmers.

ACTION OF THE STATE GRANGE AND ALLIANCE.

Capt. T. M. Scott, a member of the board of directors of the Agricultural and Mechanical College, was chairman of the committee on agriculture and agricultural education. In their report the committee discouraged the idea of establishing a separate college, and the following resolution by Director Scott was adopted:

Resolved, That the worthy master be authorized and requested to appoint a committee of three to prepare a memorial setting forth the necessity of an additional appropriation for the State Agricultural and Mechanical College, so as to enable the agricultural and mechanical departments of said college to be put into immediate and practical operation, and that the committee present said memorial to the legislature at as early a day as practicable and use all honorable means to secure said appropriation before the adjournment of the legislature.

By resolution, the master of the Grange, William W. Lang, was instructed to repair to Austin and endeavor to obtain through the legislature an appropriation of \$15,000 for the purchase of "cabinet, library, agricultural implements," etc., and to better organize the departments of agriculture and mechanics in the college. His efforts were successful, and this may be said to have been the beginning of those branches in the college; and in the intervening years, by subsequent appropriations, it has reached its present popularity and success. Much credit for its present efficiency is due to the support of the

Grange and the Alliance, though the friendship of the latter is of more recent date. The former began to manifest its interest from the beginning of the college. In fact, the master of the Grange was very active in his efforts to get the college so organized as to make the industrial feature dominant, and to this end strongly urged that Hon. J. B. Killebrew, of Tennessee, a gentleman of learning and science whose life thoughts had been trained along industrial lines, be appointed president of the college, but in these efforts he was not successful. At the first meeting of the Grange after the opening of the college, which was held at Tyler, Tex., January, 1877, in his annual address Mr. Lang called the attention of the members to the importance of agricultural education and their duty of sustaining and supporting the Agricultural and Mechanical College. At this meeting the committee on agriculture reported as follows:

Your committee beg leave to report further that the benefits accruing from the endowment from the United States to the State of Texas, for the purpose of establishing an agricultural and mechanical college, should be reaped by the sons of her honest yeomanry, and would therefore recommend that the State Grange insist on the opening of a farm upon which our youth shall receive practical lessons in agriculture, as well as furnish them a means of paying their expenses at such institution. They further recommend that the farmers of Texas liberally patronize this institution, if the original plan of the government is adhered to and carried out by its managers.

In order to better acquaint themselves with the workings of the college, the next meeting was held at Bryan. At this time, June, 1878, the college was purely a literary institution. There was no professor of agriculture or mechanics, and the annual catalogue shows that no students were taking the course in agriculture. At this meeting the master of the grange, in strong terms, again urged the importance of agricultural education, and presented a plan or lines of study which to him seemed necessary for a successful scientific education. He asked its reference to a committee, but says this committee made no report. This plan was, however, similar to that now pursued, and no doubt had its weight in shaping the present plan. The executive committee of the grange recommended the establishment of a farm at the college as a training field for the students in agriculture, and as an experimental farm, and by reference to the board minutes I find that this recommendation was adopted in 1879. In 1880 Mr. Lang, in his annual address, recommended the grange to memorialize the legislature to "reorganize the Agricultural and Mechanical College at Bryan, and to make the sciences of agriculture and mechanics the predominating features of the college, so that the youth of the State may have the opportunity of acquiring a practical and useful education in these branches of industry." He also submitted a supplemental address, in which he called attention to the fact that of 130 students, 94 were studying Latin, 26 the sciences, and 3 agriculture, and those 3 had had no prac-

tical agriculture whatever. What little agriculture was taught was by lecture or from text-books. He further said:

There is at this time not even a professor of agriculture; the little class of three who were studying the subject had been disbanded, and not a single student is now pursuing the subject. The Agricultural College presents the strange anomaly of no professor of agriculture—no student pursuing the study of agriculture, or any branch of science with the special design of having a bearing upon the tillage of the soil, or a knowledge of the growth and culture of plants. Nothing is there as part and parcel of the real, living, working, active, agricultural college, such as all wanted to see—such as the people of Texas demanded—such as the law of Congress designed when the liberal bounty was given to the State to establish schools of learning especially intended for the industrial classes. With these facts before us, it seems to me an imperative duty, the performance of which we owe to the people of the State, to raise our voices in loud protestations against this wretched mismanagement of this institution—this willful perversion from the original object for which it was designed—this prostitution of funds, intended to be used for the establishments of learning, differing in all their conceptions and all their modes of operation from ordinary colleges, and for the education and benefit of special classes of individuals designated in the original act of donation as the “industrial classes,” and in the place of these, building up a college where the old curriculum of Latin and Greek has maintained its old supremacy, and six professors have been mostly occupied in teaching language in its various forms of ancient and modern classics, grammar, logic, etc., and but one professor employed in giving instruction in those sciences which can contribute direct assistance to the improvement of agriculture, and duty requires us to go a step further than the utterance of mere protestation against these wanton abuses. It requires us to demand of the legislature of the State an entire change of the organization and working of the college, that it may go forward in its intended and blessed work of usefulness, and of help to the “industrial classes.” The institution should be made practical in all its departments and all its operations.

Although Mr. Lang’s entire address was most severe in its criticism of the management of the college, those in charge of the college recognized the justice of it, and that no offense was taken by the faculty is evidenced by the fact that Colonel Lang was invited by them to deliver the commencement address of that year, 1880. The president of the college called in person on him and extended the invitation. A special committee of the legislature to whom was referred Mr. Lang’s supplementary address made quite a voluminous report, but, under the circumstances, very favorable to the college, as explaining that while the board of directors and faculty were in full accord with the wishes for a real agricultural and mechanical college, they had had up to that time no means whatever placed at their disposal with which to equip the practical departments save and except the \$15,000 appropriated through Colonel Lang’s instrumentality, only half of which had become available up to that time. The report was signed by T. M. Scott, chairman; J. E. Gray, C. B. Hodges, and H. Mitchell, and was concurred in by the grange. The change in sentiment from Colonel Lang’s address in 1880 to the friendly feeling which the grange has had to the college since then is shown by a most favorable report at Galveston of a committee of that body appointed to visit the college

and examine into its practical working in 1884. This report was signed by J. M. Carson, H. Stalworth, J. K. Henry, J. F. Fuller, and W. H. Harris, committee. The change of sentiment is further evidenced by a commendatory reference to the college by Maj. A. J. Rose in his Waxahachie address in 1885, and by the fact that in 1888, on the invitation of the board and faculty, the grange met at the college. In his capacity as worthy master of the grange Major Rose said in his annual address:

As a public institution this college stands at the head of the list. It is a fact admitted that the prosperity of the State depends upon the success of agriculture. I insist that you thoroughly investigate the wants of this institution and spare no pains to bring them before the public and our next legislature.

The committee on education also reported on the college as follows:

The Agricultural and Mechanical College of our State, if rightly patronized by farmers and rightly fostered by the State, will no doubt be the greatest educator in the South for farmers' boys. There has been a disposition on the part of the friends and managers of the main university at Austin to use and appropriate to the exclusive use of the main university all the available university funds, thus ignoring the legitimate claims and real merits of the Agricultural and Mechanical College. We therefore state as the voice of the State grange that the just pro rata for this institution (Agricultural and Mechanical College) should be at least two-fifths of the available university fund, and we would recommend that a memorial signed by every farmer in Texas be sent to the next State legislature, demanding that there be set aside by statutory enactment at least two-fifths of the available university fund from year to year for the support and benefit of the Agricultural and Mechanical College.

Signed by James L. Ray, for committee.

The first official action of the State alliance was taken, I believe, at Cleburne in 1886.

Director Scott, a member of the alliance and a delegate from his county alliance, made a statement to that body of the action taken by the State grange at Sherman. The committee on education, of which he is chairman, submitted the following report:

We desire to call attention of this intelligent body of representative men of the industrial classes of Texas, to the institution known as the Agricultural and Mechanical College of Texas. This college owes its foundation and endowment to the act of Congress approved July 2, 1862, amended July 23, 1865, and to a joint resolution of the legislature of Texas approved April 17, 1871, and finally to a provision of the State constitution of 1876; and was organized especially for the education of young men whose purposes are to follow some one of the industrial pursuits, and to qualify and fit them for the useful and practical affairs of life. While your committee can not hope to present anything new on the importance of education, yet as one of the purposes of our noble order is the mental improvement of our industrial classes, the importance of this subject should be ever present with us, for the development of the mind must go with that of material interests if these classes shall ever be other than "hewers of wood and drawers of water." No expenditure is safe unless the foundation is solid, and as the teachers are the workmen who are laying the foundation of the educational work, for the sake of your children and the country that you love, see to it that the work is well done. There are two questions we present to the

consideration of this body: First. Is there a necessity for a better and higher education for the sons and daughters of the industrial classes than can be obtained in the common schools? Second. Is the education obtained in the common schools of Texas alone sufficient to enable these classes to have their influence in the social and political affairs of our country, which the importance of their vocation and citizenship justifies and demands? Admitting the fundamental importance of the common schools, yet, in the opinion of your committee, there can be but one answer to these questions. Then what shall the higher education be? Shall it be such as to lead the young men away from the farm and all industrial pursuits, or shall it not rather be such as to make them better farmers, as well as to inculcate in their hearts a love for industrial pursuits, while it will at the same time enable them to take their proper positions as citizens and sovereigns of our State? Your committee all will agree that industrial education should be fostered and encouraged, as that will tend more than anything else to the advancement of our whole people. Can such an education be had within our own State or shall our boys be sent without its borders to procure it. Your committee purpose showing the members of the Farmers' Alliance that every facility for obtaining a useful and high standard of education is practically within reach of a large majority of farmers' and mechanics' sons. In 1862, when the land was convulsed with war, when members of nearly every family were absent on the tented fields, when every breeze came laden with the rumors of conflict or sounds of sieges and battle, destruction, woe, and death, a far-seeing and brainy man in the Senate of the United States succeeded in passing a law making an appropriation of public lands for the endowment and maintenance of at least one college in each State where the leading objects shall be to teach such branches of learning as are related to agriculture and mechanic arts, in order to promote the practical and liberal education of the industrial classes in the several pursuits and professions of life. This man, Justin Morrill, by slow application and hard study, though surrounded by many difficulties, rose to his exalted position from the industrial classes, and, remembering this, all of his work was to smooth the way and lessen the cost to all desiring liberal and practical education to fit them for the duties of life. As the Agricultural and Mechanical College is the culmination of the above effort, your committee desire to present it to the favorable consideration of the people of the Alliance as it stands, its doors open, the directors and its able faculty inviting the parents and guardians of the industrial classes to send their boys, that they may receive the benefit of the high standard of industrial education there to be obtained.

COMPLAINT FROM THE FARMERS.

Continuing their report, the Alliance committee further stated:

The Agricultural and Mechanical College, as now presented to you, is carrying out the original purpose and design for which it was established. But to enable it to be still more useful a grievous want should be supplied. The board of directors are frequently unable to supply improvements to further the purposes of the institution for lack of funds. The interest alone of the endowment fund can be used and that only for the salaries of the faculty. The appropriations that have been made by the State have been for buildings, furniture, apparatus, machines, and tools in the mechanical department; implements, tools, animals, and fencing in the agricultural department, and for repairs in all the departments of the college. Until the last legislature met not one cent had ever been appropriated for the support of the college. While the college is still doing all that can be done with the means at its disposal, yet, to enable it to extend the sphere of its usefulness, it requires a regular annual income independent of the legislative appropriations to maintain its present status and provide additional facilities and instructors as the attendance increases. The framers of the

constitution of our State saw this necessity and provided for it by making the Agricultural and Mechanical College a branch of the State University, which has been liberally endowed by the State and now has a permanent fund invested in bonds of more than \$600,000 and more than 2,000,000 acres of land remaining unsold. By the constitution of the State this magnificent fund belongs in part to the Agricultural and Mechanical College as one of the branches of the university. As to the importance of this branch there can be no question, yet the legislature in providing for the opening of the university has given to the regents of the law, literary, and medical branches the control and disbursement of the whole of the fund that belongs to the university. These regents have not appropriated any of this fund to the Agricultural and Mechanical College; therefore the authorities of the college have been forced to obtain from the legislature by special appropriation the small portion of the fund which has hitherto been used for the benefit of the Agricultural and Mechanical College. This law should be so amended as to make an equitable distribution to all branches of the university. Therefore your committee recommends the adoption of the following resolutions:

Resolved, That the worthy president of the State Alliance be directed to prepare and, in conjunction with the worthy master of the State Grange, present to the legislature a memorial or petition respectfully asking that the law be amended so as to set aside a just and equitable portion of the available university fund to be controlled and disbursed by the board of directors of the Agricultural and Mechanical College for its development, support, and maintenance."

Signed by T. M. Scott, J. D. White, W. A. Smith, J. P. Paulbee, and C. W. Sumner, committee on education.

This report was adopted.

Again, in 1887, a committee of the Alliance, Messrs. Granbury and Elliott, were appointed at a meeting in Waco, and in 1888 reported at a meeting in Dallas, stating, among other matters:

We found a farm of 200 acres attached to the college, under intelligent and successful cultivation, all the work of which is performed by the students, who also receive training in the orchard, garden, and stock department. The machine shops of the college give the students opportunity to become thoroughly acquainted with the various methods of working in wood and metal. We found the departments of chemistry and mathematics under able supervision. In conclusion we are fully impressed with the belief that the Agricultural and Mechanical College is worthy of the support and patronage of the farmers of Texas.

The report was adopted.

CAREER AS AN AGRICULTURAL AND MECHANICAL COLLEGE.

The career of the college as an agricultural and mechanical college may be said to date from the adoption of President James's report and plan of organization, which was adopted and in part went into effect in the fall of 1880. The college was still hampered by poverty, and could not at once set on foot all the changes deemed so advisable. There was a deficiency of more than \$5,000, which was caused by the necessity for new buildings in 1877 for temporary barracks. Prof. C. C. Georgeson, the first head of the agricultural department, reported as follows:

With the exception of some lessons in grafting and the handling of farm machinery, I

have so far given no outdoor instruction to my classes. The fall work has not been of a character to be properly styled "instructive," and as manual labor is not compulsory the practical work of the students must be directed with a view solely to their instruction. But when we begin the preparation and planting of the ground, students of agriculture will meet me regularly for instruction in the practical operation of the field and garden. In my estimation the course in agriculture and horticulture in this institution should be a very comprehensive and thorough one. Students in agriculture should, of course, have a good knowledge of chemistry, botany, entomology, meteorology, and veterinary surgery, since these sciences are most intimately connected with farming; and in agriculture proper it is my plan to give full instruction on the following subjects:

AGRICULTURE.

1. The soil—constituents, formation, classification, properties, etc.
2. Farm drainage.
3. Irrigation.
4. Manures—natural, artificial, where, when, and how to use them.
5. Field crops—each in detail, rotation.
6. Farm engineering—buildings, fences, water supply, laying out of farm, machinery and implements, workmen and work animals.
7. Farm experiments.
8. Farm law.

LIVE STOCK.

1. History and description of breeds of all kinds of domestic animals.
2. Breeding.
3. Dairying—manufacture and sale of butter and cheese.
4. Care and management, feeding, etc.
5. Markets.

HORTICULTURE.

1. Vegetable gardening—each vegetable in detail.
2. Small-fruit culture—each in detail.
3. Nursery—raising, propagating, and sale of nursery stock.
4. Pomology.
5. Greenhouses and hotbeds—their construction and use.
6. Floral culture.
7. Forestry.
8. Landscape gardening.
9. Bee culture.

At the same time the professor of mechanical engineering, Franklin Van Winkle, also the first head of that department, reported as follows:

Prior to the present session a mechanical department never having been instituted at this college, the organization and development of a theoretical and practical course of instruction was the first thing requiring attention. To that end the considerations were: First, the wants and resources of the State. Second, the character of the student material with which the department would be supplied. Third, the appliances necessary for giving such a course of theoretical and practical instruction as would be calculated to be of greatest value toward contributing to the mechanical interests of the State and make the graduate a valuable and useful member of society. In the shops it is proposed to give the student practical instruction in elementary construction and to make practical application of his instruction received

in the lecture room. The object is twofold: First, to impress on his mind more thoroughly the instruction therein imparted, and second, that he may acquire the most intimate knowledge of practice and skill in the use of tools and workshop appliances. He will be conducted through the shops exactly as though entering the lowest position in a manufacturing establishment, and will successively fill higher positions until graduating as superintendent. Beginning with woodworking by hand tools, he will be promoted from that to the use and care of woodworking machinery, such as circular and fret saws and the turning lathe. Then he will be made stock clerk and timekeeper. After that, take a course of instruction in working with metals with hand tools, such as filing, chipping, and other vise work, erecting of machinery; then be put in charge of a boiler, and from that duly promoted to engineer, to take charge of the engine and power, and from that goes to drilling, boring, turning, screw-cutting, and other machine tool work, when he is to begin work on his graduating piece, which is to be made entirely by himself and be a whole or a part of the subject treated of in his graduating thesis.

Provision was also made about this time to pay those students who wished to work a part of their way through college for work done on the farm and in the shops out of school hours. The time spent in practice in the shops and fields, being considered as so much instruction, was not paid for.

An appropriation of \$15,000 having been made by the legislature in 1881 for maintaining State students, provision was made for their appointment and distribution of the appointments as has been stated. While this provision still remains on the statute book, it has remained inoperative since 1884, by reason of no appropriation having been made for their further support. It was well that this was so. The plan of sending students to this school at the expense of the State was adopted because the industrial courses seemed at first unpopular and some extraordinary inducements were deemed necessary to lead young men into what seemed an educational experiment. The truth of the matter is that the college had gained the reputation of a purely literary school; but when it was reorganized in 1879 much of its literary patronage fell away and the industrial classes, naturally skeptical as to its future intentions, did not at once render their support. This difficulty, however, has long since been obviated and the college has for several years past been full to overflowing with students. On more than one occasion notice had to be given through the press that no more could be received.

In 1884 a substantial brick shop for ironwork was added to the old wooden barracks, which were doing temporary duty as workshop; and again in 1891 the present commodious two-story structure was provided. In order to more fully identify the college with the farmers and others interested in industrial education, a series of experiments were conducted, and from time to time bulletins of results were issued, the first appearing in November, 1883. They continued to appear at intervals until the agricultural experiment station was

established in 1888, when the matter was turned over to the station. In 1889 the faculty issued a circular letter calling the attention of farmers to the importance of holding farmers' institutes, and offering to send those members of the faculty connected with the industrial departments to assist in conducting these meetings and to deliver addresses on suitable topics relating to agricultural pursuits.

SUCCESSION OF PRESIDENTS.

In June, 1883, Prof. James R. Cole, who had been acting president since the resignation of President James, was duly elected president of the college. During the following summer, however, the board of directors decided to discontinue the office of president and provided that the faculty should select one of their members as chairman. The choice fell upon Maj. H. H. Dinwiddie, professor of chemistry and physics, and he filled the position with credit until his death in 1887. During his administration many reforms were instituted looking to the development and perfection of the industrial department. During this time he delivered a number of able addresses before the State Grange farmers' institutes, and elsewhere. At his death Prof. L. L. McInnis, professor of mathematics, was elected by the board to succeed him. Professor McInnis had been connected with the college since November, 1877, and had served in the capacity of adjunct professor, as professor of mathematics, as secretary of the board of directors, as secretary and treasurer of the college, and was vice-chairman during Professor Dinwiddie's administration. As chairman of the faculty he recommended the establishment of the chairs of horticulture, civil engineering and drawing, veterinary science, and later the department of drawing, the office of chaplain and librarian, and the establishment of branch agricultural experiment stations, the inauguration of the "student labor" fund, and an appropriation for water supply. All of these recommendations have been adopted, and appropriations were secured for a number of the most substantial buildings during his administration. He was dropped from the roll of the faculty in the summer of 1890, after thirteen years of service.

CHANGES IN THE MANAGEMENT.

At the time of discontinuing the presidency the position of resident director was provided for, and Capt. T. M. Scott was selected to fill the position; but having resigned the position, the office of agent of the board of directors was created, and Gen. William P. Hardeman was elected to that position. His duties were the management of the finances and outside working of the college, while the chairman of the faculty had charge of the academic work. This action of the board

During the session of the legislature in 1887, Prof. L. L. McInnis, chairman of the faculty, and Director Garrett were appointed by the board a committee to visit Austin and present the needs of the college to the proper committees. The action of that legislature affecting the college was an appropriation of \$25,000 out of the general revenue and \$10,000 out of the university funds for two years; an act accepting the Federal appropriation of \$15,000 for the establishment of agricultural experiment stations in connection with the various agricultural and mechanical colleges; and an act establishing a department of agriculture in connection with the department of insurance, statistics and history, and making the commissioner of that department ex officio member of the board of directors.

CONFERENCE AS TO THE COLLEGE AND UNIVERSITY.

While the above committee was in Austin there was an attempt made, at the urgent solicitation of friends of both institutions, to arrive at an agreement on some concerted plan of action with reference to legislation for the Agricultural and Mechanical College and the university, and also as to a proper share of the university funds to be apportioned to the Agricultural and Mechanical College. Friends of both institutions, the governor of the State, and members of the legislature urged an agreement, and a meeting at the Driskill Hotel in March, 1887, was appointed, at which were present, on the part of the Agricultural and Mechanical College, Directors Garrett, Scott and Cavitt, and L. L. McInnis, secretary of the board; on the part of the university, Dr. T. D. Wooten, president of the board of regents, Regent E. J. Simkins, and A. P. Wooldridge, secretary of the board of regents, and Prof. Leslie Waggener, chairman of the faculty, and on the part of the medical branch at Galveston, Messrs. Spencer, Luckett, and Callaway, and Hon. Walter Gresham, member of the legislature from Galveston. After full and free discussion, an informal agreement was reached and Messrs. Simkins, Garrett, and Gresham were appointed to reduce the agreement to writing and present it to a full conference. The following, taken from the minutes of the board of directors, is the full text of the agreement entered into by the full conference (with the reservation on the part of the university representatives that they would not undertake to bind the regents to ratify the action of the conference):

For the regents of the University of Texas and the directors of the Agricultural and Mechanical College of Texas, it is agreed—

1. That the university and Agricultural and Mechanical College shall remain under separate management, as now provided by law.
2. That the Agricultural and Mechanical College shall receive annually, after the 1st of March, 1889, one-fifth of the available university fund. Said one-fifth shall be paid directly by the comptroller to the board of directors of the Agricultural and Mechanical College upon proper requisition, and shall be disbursed by said board as in their judgment the best interests of said college may require.

3. That all income derived by the university from other sources than the above, such as tuition fees, private gifts, and appropriations by the State for specific purposes, shall not be taken into account in estimating the one-fifth above mentioned; and the endowment of the Agricultural and Mechanical College by Congress and such appropriations as may be made by the State and by Congress for its benefit shall belong exclusively to that institution.

4. That the legislature be requested to appropriate the sum of \$50,000 for the erection of the buildings of the medical branch of the University of Texas at Galveston; this sum to be accepted from the State in full of all claims by the university for money heretofore used by the State belonging to the university fund.

5. That \$2,500 out of the available university fund shall be appropriated by the legislature for the use of the Agricultural and Mechanical College of Texas annually for two years beginning March 1, 1887, provided that the sum of \$5,000 shall be appropriated by the present legislature out of the general revenue for the use and benefit of the university.

6. That a concerted effort shall be made by the friends of the university and the friends of the Agricultural and Mechanical College to get the present legislature to set aside an additional million acres of land for the benefit of the university and its branches.

7. That the directors of the Agricultural and Mechanical College and the friends of that institution shall use all legitimate means for the passage of the bill, now pending in the legislature, giving the regents control of the university lands.

8. That the regents shall have control and management, subject to the above provisions, of all the university funds and of all lands belonging to the university.

9. It is finally agreed that the directors and the friends of the Agricultural and Mechanical College and the regents and friends of the university shall unite in an effort to secure the legislation necessary to carry out this agreement, and all other legislation necessary for the growth and prosperity of the university and its branches.

Signed (subject to the approval of the regents), by E. J. Simkins, C. C. Garrett, Walter Gresham.

A meeting of the board of regents was called to consider this question, but it was never held, and in a paper before the State Medical Association, the president of the board of regents said:

It was an open secret that Bryan and Galveston had entered into an alliance offensive and defensive against the main branch of the university at Austin. The debt of \$87,000 due by the State to the university was to be paid with an appropriation of \$50,000, which should go to build the medical department at Galveston. Bryan was to have her one-fifth of the university fund, Galveston would get a valuable building and permanent investment which would insure her in the location of the medical school in all time to come, and the university proper might look out for itself. With this ingeniously contrived scheme the regents had nothing to do, but watched its concoction and dénouement with a complacency born of repeated disaster, etc.

GRATIFYING PROGRESS.

The board of directors, on the recommendation of the faculty, having provided for bachelors' degrees, the class of 1888 received on graduation degrees as follows: Six, B. S. A.; one, B. S.; five, B. M. E.; four, B. C. E.

The college had now grown and increased in popular favor, conforming more and more to the strict spirit and letter of the law as

means were placed at its disposal, prejudices were fast dying out, and the harsh criticisms of the press had almost ceased; many departments have been added, all tending to develop the scientific, technical, and industrial features of the college. The departments of veterinary science, of horticulture and botany, of civil engineering and physics, of drawing, and of experimental agriculture (the latter in connection with the agricultural experiment station, established in 1888), are the added features. New shops have been built and equipped with modern machinery, more and better equipment has been supplied for the agriculture department, better service is provided in the mess hall department, and better barrack accommodations have been made for the students. With all these advantages a better moral tone has gradually developed among the students, rowdyism is not so prevalent, and the student corps is composed of a quiet, well-behaved, and gentlemanly set of young men.

ELECTION OF PRESIDENT ROSS.

In 1890 the board of directors made the coup d'état of their official careers in the selection of Governor L. S. Ross as president of the college. He is too well and favorably known to require a biography at my hands, but brief allusion to some of his achievements may not be out of place. I copy the following from a recent issue of the Galveston Daily News:

Gen. Lawrence Sullivan Ross was born at Bentonsport, Iowa, September 27, 1838. In the following spring his father, Capt. Shapley P. Ross, moved to Texas. His early boyhood was spent surrounded by hostile Comanches, and inured to hardships and dangers. In 1858 while at home on a summer vacation from Florence Wesleyan University, of Alabama, he joined the Van Dorn campaign with a company of 135 friendly Indian scouts, and won his spurs and soubriquet of "The Boy Captain," in a desperate battle with the Comanches, where 95 of them were slain and 350 head of their horses were captured. In this fight General Ross recovered from these brutal savages a little white girl about 8 years of age, whose parents were never known, but whom General Ross brought up and educated, naming her Lizzie Ross. A dangerous wound received in this engagement almost put an end to his career. He lay for five days under a post-oak tree on the battlefield before he could be removed to the nearest United States post, 90 miles distant. Before the dead were all buried and the smoke of battle had cleared away all the officers of the famous Second Cavalry of the United States Army engaged in the battle, most of whom afterward became prominent generals on both sides during the late war, drafted and signed a petition to the Secretary of War urging young Ross's appointment as an officer of the Regular Army, and Gen. Winfield Scott wrote him a complimentary autograph letter tendering his support and influence. As Ross was not yet of age and desired to complete his college course he did not avail himself of the honor, but on his recovery returned to his alma mater, where he graduated with distinction the following summer. Immediately on his return to Texas in 1859 he was placed in command of the frontier by the clear-sighted governor, Sam Houston, and, organizing a band of faithful soldiers of like metal with himself, he defeated the Comanches with great slaughter, destroying their principal village and stronghold, captured over 400 horses, and rescued Cynthia Ann Parker. In this memorable battle General Ross killed in a hand to hand com-



L. S. ROSS.



bat the Chief Peta Nocona, having his horse shot down under him, but escaping without personal injury.

The chief's shield, lance, buffalo horns, etc., were sent as trophies to Governor Houston at Austin, where they were deposited in the State archives. The incidents of this struggle have been related with pride by old Texas settlers, and listened to with great interest by the young around many a Texas fireside, and form one of the most fascinating chapters in the history of the Lone Star State. Entering the Confederate army as a private, he rapidly rose to promotions as major, lieutenant-colonel, and colonel, and at the age of 24 was brigadier-general. He participated in 135 engagements of more or less importance, and had five horses shot under him, but was not wounded during the war. On different occasions he was commended to the secretary of war for gallant and meritorious conduct by Gens. Joseph E. Johnson, Hardee, Forrest, S. D. Lee, Dabney H. Maury, W. H. Jackson, and Van Dorn. After the war, which left him penniless, he went to farming. In 1873 he was sheriff of his county, and as such succeeded in putting down lawlessness; in 1875 a member of the constitutional convention, and in 1881 he was elected to the State senate, in which body he served as chairman of the finance committee. Often solicited to become a candidate for governor, he only consented 1886, when he was nominated and elected, and reelected in 1888 by a majority of 153,000. His record as governor is too well known to the people of the State to require comment. He retired from this high office carrying with him the plaudits of friends and opponents, having given universal satisfaction by his conservative and patriotic policy, and he has the honor of having afforded the State one of the most popular administrations that Texas has ever had. In January, 1890, he stepped from the governor's chair to the presidency of the Agricultural and Mechanical College of Texas, where he is having ample opportunity to display his fine executive and administrative ability. As a soldier unsurpassed in gallantry, as a statesman in the foremost ranks, it is now his ambition, and his versatility of genius no less qualifies him, to take a high place as an educator.

The sound judgment and executive ability of President Ross has placed the college on a sure footing, and has stamped out those petty jealousies which from time to time have threatened to sap the very vitals of the institution. General good feeling exists among the several members of the faculty. Another thing which has contributed no little to the general upbuilding and settled policy and condition of the college is the change made by the board of directors in February, 1892, fixing the tenure of office of the professors and officers during "good behavior and efficiency" instead of reelecting annually as previously practiced by the board. So many and frequent changes were made in the faculty, and among the officers of the college, that there was a general feeling of disquiet among the professors. Instead of devoting their whole time and attention to their college duties they were on the lookout for more permanent and promising positions. In corroboration of this statement I point to the fact that in July, 1890, when Prof. Edwin A. Popenoe, A. M., professor of entomology and zoology in the Kansas Agricultural College, was elected professor of horticulture and botany in this college, he declined the position on account of this uncertainty; also, that since this change there have been but three resignations in the three years, while for the preceding three years

there were no less than twenty-two changes in the officers and faculty of the college. Of course all these changes were not due to the "annual election system;" in fact, the opinion prevails that this system was simply instituted by the board of directors as a convenient mode of dispensing with the services of certain members of the faculty and other officers without having to assign any reason for such action.

THE FEDERAL AID TO THE COLLEGE.

From a financial point of view the college took a long stride in advance on the passage of an act by Congress approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provision of an act of Congress approved July 2, 1862." By this act there was annually appropriated, out of any money in the Treasury not otherwise appropriated, the sum of \$15,000 for the year ending June 30, 1890, and an annual increase of \$1,000 over this sum for each of the next ten years; the annual amount to be paid thereafter to each State and Territory is to be \$25,000, and is to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic sciences, with special reference to their application in the industries of life and to the facilities for such instruction; provided, that no money may be paid out under this act to any State or Territory where the distinction of race or color is made in the students. But the establishment and maintenance of such college separately for white and colored students is to be held to be a compliance with the provisions of this act if the funds received in such State or Territory be equitably divided into two parts—the one for the college for white students, the other for the institution for colored students. It will thus be seen that the present annual income from this source is \$20,000, and will reach its maximum of \$25,000 per annum in 1900.

The Prairie View School at Alta Vista, near Hempstead, is the beneficiary of this act on the part of colored students.

From the small beginning of one president, five professors, and a steward, who was also farm superintendent, the college has grown to an institution requiring the following faculty and officers: A president, L. S. Ross; R. H. Whitlock, M. E., professor of mechanical engineering; H. H. Harrington, M. S., professor of chemistry and mineralogy (chemist to experiment station); Charles Puryear, M. A., C. E., professor of mathematics; Mark Francis, D. V. M., professor of veterinary science (veterinarian to experiment station); F. E. Giesecke, M. E., professor of drawing; J. C. Nagle, M. A., C. E., M. C. E., professor of civil engineering and physics; R. H. Price, B. S., professor of horticulture, botany, and entomology (horticulturist to

experiment station); T. C. Bittle, A. M., Ph. D., professor of languages and chaplain; J. H. Connell, M. Sc., professor of agriculture (director of experiment station); C. W. Hutson, professor of English and history; First Lieut. George T. Bartlett, Third Regiment, U. S. Artillery, professor of military science and commandant of cadets; Robert F. Smith, associate professor of mathematics; Duncan Adriance, M. S., associate professor of chemistry; W. B. Phillpott, M. S., associate professor of English and history; James Clayton, associate professor of agriculture (agriculturist to experiment station); A. L. Banks, B. S., adjunct professor of mathematics; P. S. Tilson, M. S., assistant professor of chemistry (assistant to station chemist); H. Ness, B. S., assistant professor of horticulture and botany; D. W. Spence, B. Sc., C. E., assistant professor of civil engineering and physics and drawing; R. T. Bray, M. E., C. E., assistant professor of mechanical engineering; W. A. Banks, A. M., assistant professor of languages and English; A. M. Soule, B. S. A., assistant professor of agriculture (assistant to experiment station agriculturist); Professor Puryear, secretary of the faculty; A. C. Gillespie, M. D., surgeon; John H. Carter, secretary; E. W. Hutchinson, B. C. E., bookkeeper and cashier; B. Shisa, steward; C. A. Lewis, foreman of carpenter shop; J. W. Carson, B. S., foreman of farm (assistant to director of experiment station); J. A. Baker, stenographer and clerk of experiment station; G. Eberspacher, florist and landscape gardener.

THE COLLEGE EXPERIMENT STATION.

The officers and staff of the experiment station originally embraced the following: Governing board of the station—being the board of directors of the Agricultural and Mechanical College—Maj. A. J. Rose, president, Salado; Hon. John E. Hollingsworth, State commissioner of agriculture, Austin; Hon. W. R. Cavitt, Bryan; Dr. J. D. Fields, Manor; Hon. John Adriance, Columbia; treasurer, President L. S. Ross, College Station. Station staff: J. H. Connell, M. Sc., director; H. H. Harrington, M. Sc., chemist; M. Francis, D. V. M., veterinarian; R. H. Price, B. S., horticulturist; D. Adriance, M. S., meteorologist, associate chemist; James Clayton, agriculturist; J. W. Carson, B. S., assistant to director; A. M. Soule, B. S. A., assistant in agriculture; P. S. Tilson, M. S., assistant in chemistry; J. A. Baker, stenographer and clerk; J. H. Ferguson, McKinney, and J. W. Phillips, Wichita Falls, Tex., superintendents of substations.

In accordance with the act of Congress, the board of directors of the Agricultural and Mechanical College of Texas, at a meeting held January 25, 1888, established the experiment station as a department of the college. This was the first station established in the United States under the Hatch Act.

Provision was made for assigning to the station department such part of the college farm, buildings, and other part of the equipment of the college as would be found necessary to prosecute the work, in addition to the outfit supplies from the funds of the station. The professors of agriculture, chemistry, horticulture, and veterinary science in the college have charge of station work in their several departments.

The main station located on the college grounds is supported entirely by appropriations from the Federal Government. Three substations have been established for the benefit of entirely different soil sections of the State, found in the "Black Waxy," "Panhandle," and in south Texas. This last named is established at Beeville and is more particularly a horticultural station. These substations are supported by State appropriations. The objects of the experiment station and the substations are clearly set forth in section 2 of the act of Congress to which they owe their establishment. Financially the station will not be of direct benefit to the college. To compensate the college, however, for the use of property assigned to the work of the station, such work will add largely to the ability of the college to impart more thorough instruction in scientific agriculture, horticulture, etc.

The station will not add to the expense of the college in any way, as such time as may be given by the professors and other employees in experimental work will be paid for from the station fund, and the value of the time lost to the college will be deducted from the salary that would be paid by the college if the entire time were given to college work; and in order not to impair the efficiency of instruction the board has provided for additional instructors to relieve the professors of a portion of their class work. Numerous scientific investigations have been conducted and some are now under way, including chemical analyses of soils, stock foods, cotton-seed products, animal diseases and parasites, injurious insects, and fungi.

The horticultural department has under trial on the station grounds more than 300 varieties of vegetables and more than 700 varieties of small fruits.

COLLEGE EQUIPMENT.

A general inventory of college and station property as shown by the report of the board of directors, December, 1894, gives the value of improvements as follows: Values for land, main college building, three large brick dormitories, large brick mess hall and accompanying building, professors' residences, farmhouses, barns, electric light, ice plant, waterworks, etc., \$339,369.91. Equipment by departments: Agricultural department, \$37,160.33; college property, \$12,971.90; Texas Experiment Station, permanent improvements, \$4,170; station equipment, \$7,893. A grand total valuation of all property belonging to the Agricultural and Mechanical College of Texas and the Texas

Experiment Station is \$401,565.69. Upon almost a barren waste, on which it was for years supposed that trees could not be grown, the grounds have been artistically laid out with several miles of drives and beautiful avenues hemmed in by stately shade and ornamental trees, among which the umbrella china and poplar predominate; hedges of privet, flowering shrubs, etc., have been cultivated with marked success. An abundance of flowers is found on the campus for nine months in the year. Much credit is due Mr. George Eberspacher, the florist and landscape gardener, for this transformation. Under his magic touch choice roses spring forth in profusion; side by side in the same plat are seen flowers from the far North cultivating the acquaintance of others from the Tropics. It is a matter of regret that the board of directors has not placed more money at the disposal of this important department.

PROSPERITY OF THE COLLEGE.

I can not better describe the present prosperity of the college than by a few quotations clipped from the last report of the board of directors to Governor James S. Hogg:

We congratulate the State upon the fact that under the judicious control of the president (General Ross), with his great administrative ability and his wonderful tact in the management of Texas boys, aided as he has been by a strong faculty, fully devoted to its interests, the success of the college has been more complete than the most sanguine of its friends dared to hope for it, and it may be truthfully said that in no two years of its history has the measure of its usefulness been so large as in the two years covered by this report.

The complete harmony and faithfulness of the faculty in carrying forward the great work committed to their care is highly commendable. The health and comfort of the students have been especially cared for, and their moral and intellectual advancement is unquestionably more apparent and satisfactory than at any other given time.

The following quotation is from the report of President Ross:

The management of the college is expected not only by the trustees but by the State at large to keep all that pertains to the institution in good condition, and to note the successive stages of growth through which it passes. Justice demands that the people should have credit for their enterprise and liberality in the support of public education, and that the State should not suffer from unjust criticisms passed upon it from abroad because of meagre statistics. The demands for admission were so frequent and pressing that I was compelled to give notice through the press that no more applicants could be accommodated. We have but 109 rooms in the barracks which can properly and comfortably provide for 250 students. But before I could check the arrivals I had registered 343, leaving many to go elsewhere on account of lack of room. While I do not believe that the success of this or any other institution of learning should be determined by the number of students it matriculates, for this in itself is a false measure of success, it does indicate most clearly and unmistakably that more ample accommodations must be provided here or elsewhere, or the sons of Texas endowed with genius and seeking a practical education such as can be obtained nowhere else in the State must be turned away to go beyond our borders. It also indicates that there is in the public mind an increased and growing confidence

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in the work being done here to fit their sons for the practical callings of everyday life. An admirable spirit has pervaded the entire student body, manifesting itself in a cheerful acquiescence in the regulations and authority of the college and in an earnest application to study and work. I can renew the expression of my last report which contained grateful recognition of the fact that no discord has disturbed the college during my connection with it, and that the students have been united and harmonious, with a growing industrial spirit so essential to success. It will be remembered that the attention of the last legislature was called to the seeming discrimination against a deserving class of poor but worthy young white boys in favor of some 46 colored students, who were receiving free education at Prairie View; and probably with a view of equalizing the bounty of the State to some extent, the legislature appropriated \$5,000 each year as a student labor fund, designed to aid all those who were willing to work to obtain means to defray expenses. (For the next two years this will be \$8,000 per year.) In the recent report of the Vermont College the trustees say, after expending an annual appropriation of \$3,000, that student labor is expensive, and from the standpoint of economy undesirable. Students lack the strength and experience of older men, and because of their inexperience they destroy and damage property to a considerable extent. It is probably safe to say that the same work might be done by regular laborers at a saving of 40 per cent. Yet, on the other hand, the class of students who desire to be thus aided is of the very best. The necessity for self-help cultivates self-reliance, and the expenditure tends to build up good citizens and aids in the diffusion of intelligence throughout the State. Such students have, moreover, a keener appreciation of the advantages thus offered. From this standpoint the expenditure for this kind of labor is entirely justifiable. Several other States have established a labor fund.

In regard to the operation of the student labor fund in this college, I give the following from Professor Connel's report:

The student labor system, inaugurated at the beginning of last year, October, 1893, has been productive of many good results, and I beg leave to mention some of these in the order of their importance.

First. A large number of boys coming under the instruction of the department of agriculture have been kept in sympathy with their studies and with labor generally by the obligatory paid system of student labor that has been instituted.

Second. The fund of technical agricultural knowledge has been largely increased by the boys' contact with actual farm work.

Third. Many of our best students who are poorly supplied with money have been able, largely through their own efforts, to support themselves at college while obtaining a practical education.

Fourth. The system of student labor as applied here (on the basis of full payment only for the best work and greatest interest shown in the work) is calculated to give great encouragement and serves as a reward of merit to the deserving.

Fifth. The responsibility attached to the work and the system of grading off for work improperly done is highly instructive to the average Southern boy who knows little or nothing of business responsibilities. Although the work performed in the fields, dairy, and barns, for which a part of the appropriation of the last legislature was used, is not economically spent if judged only by the work returned, yet there is no question of the wisdom of the expenditure when viewed from the higher standpoint of education.

I also quote from the report of Professor Whitlock, professor of mechanical engineering:

The question of student labor has had but little effect on the actual work of the department, as but little of it could be utilized; but its effects are more marked in

the different plants which are run in connection with this department, and as here used it has benefited the students even more than it has the college, as a number of young men have availed themselves of this opportunity and are earning almost if not quite enough to pay their way through the year.

The following table will exhibit the growth and change in the personnel of students and professors of the college from its beginning up to the present time.

The number of students noted as matriculates for the year 1892-93 only shows those admitted, the policy being to deny admission beyond what the college can provide for comfortably. Large numbers were turned away each of these years. For the year 1894 the number of admissions is only up to December 1 of that year.

Annual record of students and instructors.

| Year. | Matriculates. | Graduates. | Heads of departments. | Assistant, adjunct, and associate professors. |
|---------|---------------|------------|-----------------------|---|
| 1876-77 | 106 | | 8 | 2 |
| 1877-78 | 261 | | 8 | 2 |
| 1878-79 | 246 | | 9 | 1 |
| 1879-80 | 144 | 2 | 9 | 2 |
| 1880-81 | 127 | 1 | 8 | 2 |
| 1881-82 | 258 | 12 | 8 | 2 |
| 1882-83 | 223 | 8 | 8 | 2 |
| 1883-84 | 108 | 14 | 8 | 1 |
| 1884-85 | 142 | 11 | 8 | 1 |
| 1885-86 | 170 | 11 | 8 | 1 |
| 1886-87 | 174 | 9 | 8 | 5 |
| 1887-88 | 211 | 17 | 10 | 5 |
| 1888-89 | 206 | 19 | 11 | 9 |
| 1889-90 | 272 | 14 | 11 | 9 |
| 1890-91 | 316 | 16 | 11 | 7 |
| 1891-92 | 381 | 26 | 11 | 7 |
| 1892-93 | 293 | 16 | 11 | 8 |
| 1893-94 | 313 | 31 | 11 | 9 |
| 1894-95 | 372 | | 11 | 9 |
| 1895-96 | 354 | | | |
| 1896-97 | 311 | | | |
| 1897-98 | 387 | | | |

REGULAR COURSES OF STUDY.

The following was the course of study as shown by the catalogue of 1894-5:

There are two regular courses of study and practice leading to degrees and extending through four years each. They are identical for the first year, thus giving the students the advantage of an elementary training in subjects that are of equal importance to everyone, and affording opportunity for intelligent choice between the courses as continued separately through the three succeeding years. In the third year or second class, there is a still further specialization by which the student may, in the agricultural course, vary his studies with reference to obtaining either of two degrees—that is, Bachelor of Scientific Horticulture (B. S. H.) or Bachelor of Scientific Agriculture (B. S. A.).

In the mechanical course a similar specialization is provided for by which the student is given the choice between the degrees of Bachelor of Civil Engineering (B. C. E.) and Bachelor of Mechanical Engineering (B. M. E.) By faculty regulation these several degrees were replaced after June 1, 1895, by the degree of Bachelor of Science (B. S.), the course in which the degree is taken being specified in the diploma; as, for instance, Bachelor of Science (in Agriculture).

All regular students must pursue either the agricultural or the mechanical course, and there is no course of instruction which is not industrial. The languages are optional, except as shown in the curricula, and may be studied as courses outside of the regular courses. There is no charge for any optional study.

In view of the great practical importance of the German and Spanish languages for business purposes in our State, special attention is given them. In the curricula of studies, the numeral indicates the number of hours per week devoted to each study.

AGRICULTURAL COURSE.

First year (fourth class).—Fall term: Arithmetic (5); grammar, composition, declamation, history of Texas (10); elementary agriculture (2). Practice: Carpentry work (4); agricultural and horticultural work (4); free-hand drawing and penmanship (3); infantry drill (3).

Winter term: Arithmetic and algebra (5); grammar, composition, declamation, history of United States (10); domestic animals (4). Practice: Same as fall term.

Spring term: Algebra (5); grammar, composition, declamation, history of United States (10); bookkeeping (2). Practice: Carpentry work (4); free-hand drawing (1½); agricultural and horticultural work (4); infantry drill (3).

Second year (third class).—Fall term: Algebra (5); advanced grammar, composition, declamation, general history (5); elementary botany and fruit culture (4); elementary physics (4). Practice: Agricultural and horticultural work (5); free-hand drawing (1½); Infantry drill (3).

Winter term: Algebra and geometry (5); advanced grammar, composition, declamation, history (5); dairying (4); elementary physics (3); physiology (3). Practice: Agricultural and horticultural work (5); free-hand drawing (1½).

Spring term: Geometry (5); rhetoric, composition, declamation, general history (5); grasses (3); vegetable culture (2); systematic botany (4). Practice: Agricultural and horticultural work (5); drawing (3); drill (3).

Third year (second class).—Fall term: Geometry and algebra (3); inorganic chemistry (4); breeding of live stock (5); entomology (2);

veterinary medicine (2). Practice: Agricultural and horticultural work (5); analytical chemistry (2); infantry drill (3).

Winter term: Algebra (3); English, history of Greece and Rome, essays (4); inorganic chemistry (4); veterinary medicine (2); drill regulations (2). Practice: Same as fall term except no drill.

Spring term: Trigonometry (3); English, civil government, essays (2); drainage (4); inorganic chemistry (4); surveying (3). Practice: Agricultural work (2½); analytical chemistry (5); field work and surveying (—); zoology (2); infantry and artillery drill (3).

Fourth year (first class).—Fall term: Lectures on English literature, English history (4); feeds (5); advanced chemistry (4); veterinary surgery, anatomy, materia medica (3). Practice: Agricultural experiments (2½); analytical chemistry (4); veterinary practice, infantry drill (3).

Winter term: Farm machinery (5); landscape gardening (1); veterinary surgery, anatomy, materia medica (3); agricultural chemistry (5); lectures on military science (1). Practice: Agricultural work (4); analytical chemistry (2½); dissecting, (4).

Spring term: Lectures on English literature, English history (2); farm management (5); veterinary surgery, anatomy, obstetrics (3); forage plants (2); injurious insects (2). Practice: Agricultural work (5); veterinary practice, (2½); infantry drill, (3); graduating thesis.

HORTICULTURAL COURSE.

Third year (second class).—Fall term: Geometry and algebra (3); analytical chemistry (4); entomology (2); structural botany (4); German or Latin (3); veterinary medicine (2). Practice: Agricultural and horticultural work (5); analytical chemistry (2); entomology (2); infantry drill (3).

Winter term: Algebra (3); English, history of Greece and Rome, essays (4); inorganic chemistry (4); German or Latin (3); drill regulations (2); veterinary medicine (2). Practice: Botany (2½); analytical chemistry (5).

Spring term: Trigonometry (3); English, civil government, essays (2); organic chemistry (4); small fruit culture (3); surveying (3); German or Latin (3). Practice: Horticulture (2½); analytical chemistry (5); zoology (2); fieldwork and surveying (—); infantry and artillery drill (2).

Fourth year (first class).—Fall term: Lectures on English literature, English history (4); advanced chemistry (4); fungi and plant diseases (2); horticulture (2); German or Latin (3); veterinary surgery (3). Practice: Botany (5); analytical chemistry (4); veterinary practice (2); infantry drill (3).

Winter term: Landscape gardening (1); fertilizers (3); agricultural chemistry (5); German or Latin (3); lectures on military science

(1); veterinary surgery (3). Practice: Analytical chemistry (2½); horticulture (5); veterinary practice (4).

Spring term: Lectures on English literature, history (2); plant variation and breeding (2); injurious insects (2); forage plants (2); German or Latin (3); fungi and plant diseases (2); veterinary surgery (3). Practice: Same as winter term; infantry and artillery drill.

MECHANICAL COURSE.

First year (fourth class).—Same as agricultural course.

Second year (third class).—Fall term: Algebra (5); M. E. lectures (2); advanced grammar, composition, declamation, general history (5); elementary physics (4). Practice: Shopwork (5); mechanical drawing (3); drill (3).

Winter term: Algebra and geometry (5); M. E. lectures (2); advanced grammar, composition, declamation, general history (5); elementary physics (2). Practice: Same as above, except no drill.

Spring term: Geometry (5) M. E. lectures (4); rhetoric, composition, declamation, general history (5); electricity and magnetism (3). Practice: Same as fall term.

Third year (second class).—(For B. S. degree in mechanical engineering). Fall term: Geometry and algebra (5); descriptive geometry (5); inorganic chemistry (4); steam engine (4). Practice: Shopwork (5); mechanical drawing (4); infantry drill (3).

Winter term: Algebra (4); inorganic chemistry (4); steam engine (4); drill regulations (2). Practice: As above, except drill.

Spring term: Trigonometry (4); slide valve (4); metallurgy (4); English, civil government, essays (2); surveying (3); kinematic drawing (1). Practice: Same as fall term, except field practice and surveying added.

Fourth year (first class).—Fall term: Analytical geometry, mechanics (5); graphics (5); metallurgy (4); letters on English history (4). Practice: Experimental work in engineering (5); metallurgy (2); mechanical drawing (4); drill (3).

Winter term: Analytical geometry and calculus (5); mechanism (5); metallurgy (3); machine design (4); lectures on military science (1). Practice: As above, except drill.

Spring term: Calculus (5); lectures on English literature and history (2); mechanical engineering (5); machine design (3). Practice: Experimental work in engineering (5); metallurgy (2); machine design and drawing (2½); infantry drill (3); graduation thesis.

Third year (second class).—(B. S. in civil engineering.) Fall term: Geometry and algebra (5); descriptive geometry (5); inorganic chemistry (4); road making and maintenance (2); German or Spanish (3). Practice: Shopwork (5); drawing (4); infantry drill (3).

Winter term: Algebra (4); inorganic chemistry (4); graphic statics (2); English, history of Greece and Rome, essays (4); German or Spanish (3); drill regulations (2). Practice: As above, except drill.

Spring term: Trigonometry (4); English, civil government, essays (2); geology (3); plane and topographical surveying (5); German or Spanish (3); practice, shopwork (5); field work and surveying, drawing (4); infantry and artillery drill (3).

Fourth year (first class).—Fall term: Analytical geometry, mechanics (5); lectures on English literature and history (4); railroad engineering, use of solar compass and plane table (5); sewers and drains (2); German or Spanish (3). Practice: Field work (5); mechanical drawing (5); infantry drill (3).

Winter term: Analytical geometry and calculus (5); mechanics of materials, stresses, and roofs and bridges (5); hydraulics (4); German or Spanish (3); lectures on military science (1). Practice: Analytical chemistry (5); mechanical drawing (5).

Spring term: Calculus (5); lectures on English history, literature (2); roofs and bridges, by analytical and graphical methods, designing (6); German or Spanish (3). Practice: Work with testing machine, designing and field work (7½); mechanical drawing (2½); infantry drill (3); graduating thesis.

GRADUATES AND POSTGRADUATES.

It has been the policy of the board of directors in employing assistants, as far as practicable, to give the preference to alumni of this college. In pursuance of this policy the following have served the college in the capacities mentioned:

C. S. Miller, of class 1880, assistant professor of English, fall of 1882. (Mr. Miller entered the college in the fall of 1877, and was one of the first graduates in 1880, graduating in the school of English, school of Latin, and school of moral philosophy.)

W. B. Phillpott, class 1884, M. S., 1890, assistant professor of English, 1886 to 1892, made associate professor in 1892.

Duncan Adriance, class 1886, M. S., 1890, assistant professor of agriculture in September, 1886, assistant in chemistry and physics, 1887, assistant in chemistry and assistant chemist to station in 1888, associate professor in chemistry (station 91).

W. W. Ipprecht, class 1884, B. S. A., 1885, assistant in chemistry and physics, 1885–87, special chemist to agricultural experiment station, 1888 to 1890.

Jas. W. Carson, class 1886, B. S., assistant director experiment station, 1888.

F. E. Giesecke, class 1886, M. E., assistant mechanical engineering in 1886, instructor in drawing, 1888, associate professor of drawing, 1889, full professor, 1892.

H. Ness, class 1889, gardener in 1889, assistant in horticulture and botany, 1890.

Geo. Rogers, class 1887, assistant to secretary, February, 1888, to fall of 1889.

P. S. Tilson, B. S. A., 1888, appointed on geological survey, 1889, assistant professor of chemistry, 1890.

Jno. D. Fearhake, B. C. E., 1889, assistant in mathematics, 1889-90.

Paul Braun, B. M. E., 1888, assistant mechanical engineering, 1888-90.

E. W. Hutchinson, B. C. E., 1889, bookkeeper, July, 1889, promoted to bookkeeper and cashier (placed under \$10,000 bond), A. and M. C., experiment station and Prairieview, July, 1894.

J. M. Carson, class 1886, assistant professor of agriculture, 1890-94.

A. L. Banks, B. S., adjunct professor of mathematics, 1891.

F. C. Beyer, 1892, B. M. E., assistant engineer, fall of 1894, to spring of 1895.

Geo. Grupe, B. M. E., 1892, assistant engineer, 1895.

In addition to the foregoing alumni, the following have gained distinction since leaving the college:

L. F. Kopke, C. E., 1880 (first titled graduate), chief engineer Gulf, Beaumont and Kansas City Railway; G. H. Dugan, class 1881, stock raising; C. S. Graves, 1882, chief clerk, auditor's department, railroad; Aaron Talbot, 1882, farmer; D. H. Watson, 1882, horticulturist; G. W. Roach, 1883, superintendent city schools; Gus. Giesecke, 1884, secretary and general manager San Antonio Gas Company; W. Whitaker, 1885, contractor; H. L. Wright, 1886, manager Palestine Water and Power Company; E. H. Whitlock, 1886, consulting mechanical engineer, Cincinnati, Ohio; R. H. Dietert, B. M. E., 1888, machinist Houston and Texas Central Railway shops; H. Ness, B. S., assistant professor of horticulture and botany (this college); W. M. Shirley, B. C. E., 1889, scientific agriculturist; D. Adriance, associate professor of chemistry, scientific agriculturist; E. H. Sauvignet, B. S. A., 1892, professor of modern languages, Laredo; C. C. McCulloch, post-graduate, 1890, surgeon United States Army.

Mr. N. O. Watson, member of class of 1883, worked one year at the nursery business, then took up architectural work. He was for several years a partner of Col. J. Larmour, of Austin, and has made a specialty of public buildings; has designed and put up numerous court-houses in various counties.

Many others might be mentioned, but this will give some idea as to occupations of the graduates of this institution.

FACULTY AND OFFICERS.

The following gentlemen have occupied positions in the faculty and other offices since the organization of the college.

First faculty.—Thomas S. Gathright, A. M., president, 1876 to 1879;

Prof. Alexander Hogg, A. M., pure mathematics, 1876 to 1879; Prof. R. P. W. Morris, applied mathematics and military tactics, 1876 to 1879; John T. Hand, A. M., ancient languages and literature; C. B. P. Martin, D. D., chemistry, natural sciences, and practical agriculture, 1876 to 1879; William A. Banks, A. M., modern languages and literature, 1876 to 1879; D. Port Smythe, M. D., surgeon and professor of veterinary science, etc., 1876 to 1882; Gen. H. P. Bee, steward and farm superintendent, 1876 to 1877; Capt. George T. Olmstead, jr., U. S. Army, 1877 to 1881; L. L. McInnis, A. M., adjunct professor, 1877 to 1880, professor of mathematics, 1890; Capt. James E. Binckley, adjunct professor and assistant commandant, 1877 and 1878; Gen. L. M. Lewis, A. M., English language and literature, 1878 and 1879.

Second faculty (after reorganization).—John G. James,^a president, 1879 to 1883; James R. Cole, A. M., professor of English and history, 1879 to 1886; Charles F. Estill, A. M., ancient languages, 1879 and 1880; H. H. Dinwiddie, chemistry and physics, 1879 to 1887 (deceased); M. E. B. Gardner, modern languages, 1879 to 1883 (deceased); Charles C. Georgeson, practical and scientific agriculture and horticulture, 1880 to 1883; Franklin Van Winkle, mechanical engineer and drawing, 1880 to 1883; John W. Clark, adjunct professor of mathematics and languages, 1880 to 1881; Charles J. Crane, first lieutenant, U. S. Army, 1881 to 1883; Rudolph Wipprecht, professor of languages, 1883 to 1891; W. L. Bringhurts, acting professor of languages, spring of 1883, professor of physics during fall of 1883, professor of English, 1886 to 1893; Robert F. Smith, M. I., assistant professor of mathematics, 1882, adjunct professor, 1889, associate professor, 1891; C. S. Miller, assistant professor of English, fall of 1882; Walter Gillis, assistant professor of English, spring of 1883 to 1884; George W. Curtis, professor of agriculture, 1883 to 1893; R. H. Whitlock, professor of mechanics, 1883; Lieut. John S. Mallory, U. S. Army, military science, 1883 to 1886; B. Sbisá, steward, January, 1878; Capt. Emil Keller, farm superintendent, 1880 to 1882; F. M. Gilbert, foreman of shop, 1880 to 1881; A. Harbers, foreman of shop, 1881 to 1888; P. P. Allen, farm superintendent, 1882 to 1886; Gen. William P. Hardeman, agent board of directors, 1883 to 1888; J. D. Read, surgeon, 1882 to 1891; Lieut. Guy Carlton, United States Cavalry, 1886 to 1889; Walter Wipprecht, B. S. A., assistant in chemistry, 1886 to 1887, station

^a President James having resigned April, 1883, Prof. James R. Cole was acting president until June, 1883, when he was duly elected president. The board of directors, however, decided to discontinue the presidency the following July, and provided for resident director, then agent of the board, and authorized the faculty to elect from their number a chairman. The choice fell upon Major Dinwiddie, and he held the position until his death in 1887. Professor McInnis, vice-chairman, was then elected chairman by the board of directors, which position he held until the election of President L. S. Ross, 1890.

chemist, 1888 to 1890; F. E. Giesecke, M. S., assistant professor of mechanics, 1886, professor of drawing, 1892; J. H. Alsworth, foreman of farm, 1886 to 1892; W. B. Phillpott, M. S., assistant professor of English, 1886, associate professor, 1892; Duncan Adriance, M. S., assistant in agriculture and horticulture, 1886, associate professor of chemistry (station), 1891; F. A. Gulley, M. S., professor of experimental agriculture and director of station, 1888 to 1890; H. H. Harrington, professor of chemistry, 1887; Thomas L. Brunk, adjunct professor of horticulture and botany, 1887; J. H. Kineally, adjunct professor of civil engineering and physics, 1887 (each made associate professors and full professors in 1889, when Professor Kineally resigned, and Professor Brunk resigned in 1890); George Rogers, assistant secretary, 1888 to 1889; J. F. Duggar, M. S., assistant professor of agriculture, 1888 to 1889; J. F. McKay, assistant professor of horticulture, 1888 to 1889; Lieut. William S. Scott, First Cavalry, U. S. Army, 1889 to 1890; C. K. Fuqua, special sugar chemist, 1889 to 1890; Mark Francis, D. V. M., associate professor of veterinary science in 1889, full professor in 1890; Paul Brun, B. M. E., assistant professor of mechanical engineering, 1888 to 1890; A. M. Guenther, assistant in mechanical engineering from 1888 to 1893; Rev. C. P. Fountain, chaplain, 1888 to 1890; Capt. T. M. Scott, agent of the board, 1888 to 1890; C. A. Lewis, foreman of shops, 1888; Charles Puryear, M. A., C. E., associate professor of civil engineering and physics, 1889, professor of mathematics, 1890; E. W. Hutchinson, bookkeeper, etc., 1889 to 1895; H. S. Jennings, assistant professor of horticulture and botany, 1889 to 1890; J. M. Carson, assistant professor of agriculture, 1889 to 1894; John D. Fearhake, B. C. E., instructor in mathematics and civil engineering, 1889 to 1890; John H. Carter, secretary, 1890; H. Ness, B. S., foreman garden, 1889, assistant professor of horticulture and botany, 1890; George Eberspacher, florist and landscape gardener, 1890; Lieut. B. C. Morse, U. S. Army, 1890 to 1894; S. A. Beach, B. S. A., associate professor of horticulture and botany, 1890 to 1892; J. C. Nagle, B. S. C., C. E., associate professor of engineering and physics, 1890, full professor in 1892; P. S. Tilson, B. S. A., assistant professor of chemistry, 1890; Rev. T. C. Bittle, chaplain and librarian, 1890 to 1892, professor of languages, 1892, and professor of languages and chaplain, 1894; E. E. Bramlette, A. M., professor of languages, 1891 to 1892; A. L. Banks, B. S., adjunct professor of mathematics, 1891; A. C. Gillespie, M. D., surgeon, 1891; R. H. Price, B. S., professor of horticulture and botany, 1892; D. W. Spence, B. S. C., C. E., assistant professor of civil engineering and physics, 1892; Rev. W. S. Red, A. B., chaplain, librarian, 1892 to 1894; J. H. Connell, M. S. C., professor of agriculture and director of experiment station, 1893; C. W. Hutson, professor of English and history, 1893; James Clayton, associate professor of agriculture (station), 1893;



ASSEMBLY HALL, AGRICULTURAL AND MECHANICAL COLLEGE.



R. T. Bray, assistant professor of mechanical engineering, 1893; William A. Banks, A. M., assistant professor of languages and English, 1894; George T. Bartlett, U. S. Army, professor of military science, 1894.

SALARIES OF PROFESSORS.

The salaries of professors were at first \$2,250 each and that of the presidents \$2,500 up to the election of President Ross, when the salary was made \$3,500. By subsequent action the pay of a professor was reduced to \$1,800 and eventually to \$1,500. In 1883 it was made \$1,800, and subsequently, \$2,000; and in 1888; when the agricultural experiment station was established, the salary of three of the professors was again raised to \$2,250 each and that of the director of the station was fixed at \$3,000.

This last increase was rather inopportune, since it had the appearance of a "division of the spoils," among at least a part of the faculty not connected with the station, from the Congressional appropriation, and brought down upon the heads of the board of directors and college authorities bitter denunciations from the press.

VALUE OF PROPERTY.

The latest inventory of the college and station property shows a valuation of \$403,353, including \$48,320 for 416 acres of land, and for the main college building \$100,000; mess hall, \$25,000; Gathright Hall, \$38,500; Pfeuffer Hall, \$11,500; Austin Hall, \$11,000; Ross Hall, \$20,000; Assembly Hall, \$27,500; and, additional, for equipments, \$53,167, including \$17,184 for the agricultural department.

BOARD OF DIRECTORS.

By legislative act, April 17, 1871, the management of the college was subject to the laws governing what is known as "An act to establish the University of Texas." Subsequently, March 9, 1875, the board of directors was made to consist of the governor of the State, lieutenant-governor, speaker of the house of representatives, and six directors, one to be chosen from each Congressional district. Under this act the first board of directors was as follows: Governor Richard Coke, president; Lieutenant-Governor R. B. Hubbard; T. R. Bonner, speaker of the house; and Hon. E. B. Pickett, of Liberty, First district; Hon. Charles De Morse, Clarksville, Second district; Hon. I. H. Graves, Collin County, Third district; Hon. B. H. Davis, Bryan, Fourth district; Hon. C. S. West, Austin, Fifth district; Hon. F. S. Stockdale, Sixth district; William Falconer, Bryan, secretary of board.

Of this board, C. S. West resigned and Hon. A. J. Peeler, of Austin,

was appointed November 13, 1876; B. F. Graves resigned and T. M. Scott was appointed November 29, 1876. The next election took place by the legislature March 10, 1879, at which time Hon. E. B. Pickett was reelected from First district; H. W. Lyday, from Second; J. K. Dixon, Third; J. W. Durant, Fourth; A. J. Peeler, Fifth, and George Pfeuffer, Sixth district.

H. W. Lyday resigned November 24, 1880. Speaker Guy M. Bryan succeeded T. R. Bonner. J. K. Dixon resigned November 24, 1880, and T. M. Scott was appointed his successor. B. H. Davis resigned and J. D. Thomas was appointed. J. D. Thomas resigned and W. R. Cavitt was appointed by Governor Ireland.

The act of March 9, 1875, was amended March 30, 1881, making the board to consist of five members, appointed by the governor of the State from different sections of the State. Under the new law the governor appointed Messrs. E. B. Pickett, J. G. Garrison, C. C. Wiggin, T. M. Scott, and George Pfeuffer, who was chosen president of the board. Subsequently, J. D. Thomas, W. R. Cavitt, George M. Dilley, and C. C. Garrett, A. J. Rose, J. D. Fields, John Adriance, J. B. Long, C. W. Bowman, David A. Paulus, L. L. Foster, and John E. Hollingsworth were appointed. Major Rose was president.

The board as now constituted are: F. A. Reichardt, president; William R. Cavitt, secretary; George C. Pendleton, F. P. Holland, Charles Rogan, and Jeff Johnson, ex officio, as State commissioner of agriculture.

DEATH OF PRESIDENT ROSS.

Since these data were furnished the president of the college at Bryan, ex-Governor L. S. Ross, died January 3, 1898, and it was not until in June, after several ineffectual attempts, that the board of directors finally selected Hon. L. L. Foster as his successor. Adj. Gen. W. H. Mabry at each meeting received the votes of three of the six members of the board up to about the time he was commissioned by Governor Culberson and served as colonel of the First Texas Regiment of Infantry in the late war with Spain, in which service he died in Cuba. As his corps commander, Maj. Gen. Fitzhugh Lee, characterized him, he was "a splendid citizen and soldier." His friends in the college were so determined in his behalf that he would probably have been elected president of the college had he not entered the volunteer army.

President Foster had been in the service of the State for many years, nearly up to the time of his appointment as president of the college. He had besides several years' experience as a newspaper editor and proprietor. In political service he had been a member of the legislature for several sessions, speaker of the house, and subsequently a member of the State railroad commission, in all which posi-

tions he had acquitted himself very satisfactorily as an able and indefatigable worker.

The following resolutions were adopted by the faculty January 11, 1898, touching the death of President Ross:

Sensible of our great loss, and that of the institution, in the death of President Lawrence Sullivan Ross, and believing that, great as he was in the field of war and in the halls of state, he was no less great as a college administrator, and probably even more useful in that capacity, we adopt the following resolutions:

Resolved, That while the State may justly mourn the soldier and the statesman, we alone fully know how much the moral worth of his character will be missed in every part of this school; how well qualified he was, in every way, to impress upon the youths entrusted to his care the beauty of a life consecrated to noble aims and high ideals;

That, while thanking God that he was spared to do so great a work here, we lament that he should have been taken from this work at a time when his efforts were meeting with such success;

That we wish to record our profound conviction that to the quiet influence of his presence and example have been largely due the successful united efforts of the faculty, the orderly and studious conduct of the student body, and the good reputation of the institution;

That to his untiring efforts and well-directed energy the college is largely indebted for the many material improvements that have taken place during his administration, making these seven years an unexampled period of continuous growth and prosperity;

That we have a high sense of regret, which will grow upon us day by day, for the loss of his genial presence and his wise and kindly counsel; and that in token of our sorrow for his loss and respect for his memory, in addition to the resolution already passed to wear the badge of mourning for thirty days, be it further

Resolved, That a page in our minutes be devoted to his memory, and that these resolutions be inscribed upon the minutes, and a copy of them be sent to the bereaved family, with the assurance of our heartfelt sympathies.

From minutes of meeting of board of directors, January 17, 1898:

Whereas Gen. L. S. Ross, the most worthy president of this college, departed this life on Monday, the 3d day of January, 1898, in the sixtieth year of his life; and

Whereas respect for the dead and regard for the living, as well as the emotions of our own hearts, require from this board of directors, who knew him best, an official expression: Therefore,

Be it resolved by the board of directors of the Agricultural and Mechanical College of Texas:

First. That we profoundly regret the death of Gen. L. S. Ross, the worthy president of this college.

Second. That his death is an irreparable loss not only to the college but to the people of the entire State.

Third. That the character of General Ross is a model which we gladly commend to the emulation and imitation of the students of this college and the young men of the State.

Fourth. That we gladly, yet mournfully, lay upon his grave the tribute of our profound respect, admiration, and love by expressing our opinion that his character happily combined those elements which constitute the good man, the good citizen, and the wise, honest, and conscientious public servant.

Fifth: That in every position and relation of life he was loved, honored, and trusted, and that his departure has left in our hearts a grief which time can not efface.

(1); veterinary surgery (3). Practice: Analytical chemistry (2½); horticulture (5); veterinary practice (4).

Spring term: Lectures on English literature, history (2); plant variation and breeding (2); injurious insects (2); forage plants (2); German or Latin (3); fungi and plant diseases (2); veterinary surgery (3). Practice: Same as winter term; infantry and artillery drill.

MECHANICAL COURSE.

First year (fourth class).—Same as agricultural course.

Second year (third class).—Fall term: Algebra (5); M. E. lectures (2); advanced grammar, composition, declamation, general history (5); elementary physics (4). Practice: Shopwork (5); mechanical drawing (3); drill (3).

Winter term: Algebra and geometry (5); M. E. lectures (2); advanced grammar, composition, declamation, general history (5); elementary physics (2). Practice: Same as above, except no drill.

Spring term: Geometry (5) M. E. lectures (4); rhetoric, composition, declamation, general history (5); electricity and magnetism (3). Practice: Same as fall term.

Third year (second class).—(For B. S. degree in mechanical engineering). Fall term: Geometry and algebra (5); descriptive geometry (5); inorganic chemistry (4); steam engine (4). Practice: Shopwork (5); mechanical drawing (4); infantry drill (3).

Winter term: Algebra (4); inorganic chemistry (4); steam engine (4); drill regulations (2). Practice: As above, except drill.

Spring term: Trigonometry (4); slide valve (4); metallurgy (4); English, civil government, essays (2); surveying (3); kinematic drawing (1). Practice: Same as fall term, except field practice and surveying added.

Fourth year (first class).—Fall term: Analytical geometry, mechanics (5); graphics (5); metallurgy (4); letters on English history (4). Practice: Experimental work in engineering (5); metallurgy (2); mechanical drawing (4); drill (3).

Winter term: Analytical geometry and calculus (5); mechanism (5); metallurgy (3); machine design (4); lectures on military science (1). Practice: As above, except drill.

Spring term: Calculus (5); lectures on English literature and history (2); mechanical engineering (5); machine design (3). Practice: Experimental work in engineering (5); metallurgy (2); machine design and drawing (2½); infantry drill (3); graduation thesis.

Third year (second class).—(B. S. in civil engineering.) Fall term: Geometry and algebra (5); descriptive geometry (5); inorganic chemistry (4); road making and maintenance (2); German or Spanish (3). Practice: Shopwork (5); drawing (4); infantry drill (3).

Winter term: Algebra (4); inorganic chemistry (4); graphic statics (2); English, history of Greece and Rome, essays (4); German or Spanish (3); drill regulations (2). Practice: As above, except drill.

Spring term: Trigonometry (4); English, civil government, essays (2); geology (3); plane and topographical surveying (5); German or Spanish (3); practice, shopwork (5); field work and surveying, drawing (4); infantry and artillery drill (3).

Fourth year (first class).—Fall term: Analytical geometry, mechanics (5); lectures on English literature and history (4); railroad engineering, use of solar compass and plane table (5); sewers and drains (2); German or Spanish (3). Practice: Field work (5); mechanical drawing (5); infantry drill (3).

Winter term: Analytical geometry and calculus (5); mechanics of materials, stresses, and roofs and bridges (5); hydraulics (4); German or Spanish (3); lectures on military science (1). Practice: Analytical chemistry (5); mechanical drawing (5).

Spring term: Calculus (5); lectures on English history, literature (2); roofs and bridges, by analytical and graphical methods, designing (6); German or Spanish (3). Practice: Work with testing machine, designing and field work (7½); mechanical drawing (2½); infantry drill (3); graduating thesis.

GRADUATES AND POSTGRADUATES.

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W. B. Phillpott, class 1884, M. S., 1890, assistant professor of English, 1886 to 1892, made associate professor in 1892.

Duncan Adriance, class 1886, M. S., 1890, assistant professor of agriculture in September, 1886, assistant in chemistry and physics, 1887, assistant in chemistry and assistant chemist to station in 1888, associate professor in chemistry (station 91).

W. W. Ipprecht, class 1884, B. S. A., 1885, assistant in chemistry and physics, 1885–87, special chemist to agricultural experiment station, 1888 to 1890.

Jas. W. Carson, class 1886, B. S., assistant director experiment station, 1888.

F. E. Giesecke, class 1886, M. E., assistant mechanical engineering in 1886, instructor in drawing, 1888, associate professor of drawing, 1889, full professor, 1892.

tory, and languages; C. E. Burgoon, B. M. E., assistant professor of mechanical engineering; E. W. Kerr, B. S., assistant professor of mechanical engineering; J. A. Baker, assistant professor of commercial arts;^a Professor Purycar, secretary of the faculty, and librarian; Professor Bittle, chaplain; A. C. Gillespie, M. D., surgeon; J. A. Baker, secretary; J. G. Harrison, A. B., bookkeeper; B. Sbis, steward; C. A. Lewis, foreman of the carpenter shop; H. C. Kyle, B. S., foreman of the farm; G. Eberspacher, florist.

COLORED BRANCH SCHOOL.

The constitution of 1876 authorized and directed the legislature to establish an agricultural and mechanical college for the benefit of colored people, and the fifteenth legislature passed an act to establish the college.

The management of this institution was placed in the hands of the board of directors of the Agricultural and Mechanical College at Bryan. In pursuance of this provision the board of directors met at Austin, November 17, 1877, and after full discussion with commissioners, consisting of J. H. Raymond, Ashbel Smith, and J. D. Giddings, passed the following:

Resolved, That this board at its next regular meeting in January elect a president of said agricultural and mechanical college, and that the college be organized and put in operation at the earliest practicable moment thereafter.

At Austin, June, 1878, the commissioners to locate the college made final report, and the board of directors was authorized to prescribe the course of study, etc., and the president of the college at Bryan was also made president of this branch. Capt. T. M. Scott organized the industrial department at this school. After one year's trial as an agricultural college, it was not considered a success, and the normal feature was engrafted. Rules and regulations governing Sam Houston Normal Institute were adopted for the school. L. W. Minor was elected principal, and an assistant and a matron were provided.

The institution is located on a large tract of well-improved land, and is fairly well equipped. The original purchase was for \$20,000, for the property known as the "Alta Vista," and about 7 miles from Hempstead. The school is well patronized, and has done much to elevate the educational standard among the colored race in Texas.

^a Discontinued.

Chapter XI.

NECROLOGY.

DEATH OF HON. ASHBEL SMITH.

At the first meeting after the appointment of the board of regents of the university, which was held at Austin, November 14, 1881, Dr. Ashbel Smith was unanimously elected president of the board, and continued to serve in that responsible capacity till the day of his death, January 21, 1886, which occurred at his home near the city of Houston. Under the action of the regents and the State authorities, his remains were brought to Austin and interred the next day with high civic and military honors in the State cemetery, the funeral procession being one of the largest and most imposing ever witnessed at the State capital. The following references to his death and services are taken from the regents' report:

The university in a large measure owes its present degree of prosperity to Dr. Smith's unwearied exertions and never flagging interest, and to his enthusiasm for classical learning and his abiding faith in liberal education. In recognition of his eminent services the board of regents unanimously adopted the following resolutions:

UNIVERSITY OF TEXAS, *January 29, 1886.*

Whereas in the fullness of his years and in the ripeness of his wisdom and experience our beloved and venerable president, Hon. Ashbel Smith, has been called to his eternal rest and reward; and

Whereas in his death we recognize that not only our university, but our State, has sustained a great if not irreparable loss; thereupon

Resolved, 1. It is impossible within the scope of these resolutions to do justice to the faithful and distinguished services of Ashbel Smith rendered to Texas since the foundation of her government, as soldier in the war for independence, as her minister to foreign countries, as legislator, and as citizen; their record will be found upon the illustrious pages of her history.

2. He was one of those who incorporated the university, and the energies and wisdom of his last years were devoted almost exclusively to the organization and successful inauguration of our university, in the welfare of which we can truly say he took a deeper pride and interest than any other citizen of Texas, and the present prosperity and success of the institution is largely due to his disinterested and noble efforts. Indeed, it may well be said of him that he was, so far as the practical inauguration of the institution is concerned, the "father of the University of Texas."

3. He was permitted and blessed with life to see for three years the fruition of his patriotic ambition in looking forward to a Texas university of the first class, and far better and more enduring than marble or brazen shaft this university will always stand as a monument to the high and noble aims of Ashbel Smith.

The faculty of the university on the 22d of January, 1886, met in their room and took the following action:

JANUARY 22, 1886.

Pursuant to adjournment the faculty assembled at 4 o'clock p. m. Present, Dr. Waggener, chairman of the faculty, and Professors Everhart, Macfarlane, Tallichet, Humphreys, Gould, Roberts, Dabney, Halsted, and Lane, and Instructors Garrison and Gompertz; also, Regent T. D. Wooten, A. P. Wooldridge, secretary of the board of regents, Gen. H. P. Bee, General Roberts, representing Adjutant-General King for the State, and, as a committee to represent the students, Messrs. A. A. Little, J. L. Storey, P. B. Bailey, H. K. White, and W. H. Younger.

The following report of the committee on resolutions (Professors Roberts, Dabney, and Waggener) was unanimously adopted:

"Whereas the members of the faculty have been informed of the death of Col. Ashbel Smith, president of the board of regents of the University of Texas from its organization to the date of his death, on the 21st of January, 1886, which is to them the cause of serious regret and sorrow.

"Whereas Colonel Smith, had been for nearly half a century a distinguished citizen of Texas, ever ready to promote her best interests with signal ability and disinterested patriotism in the many responsible positions which he has occupied, as a learned physician, as minister to the courts of England and France from the Republic of Texas in a most important period of its history, as a legislator in the councils of his State, as a soldier in the service of his country, as an erudite scholar and promoter of education, as a man of high sense of honor and exalted principles in thought and action, ever philanthropic in his efforts to elevate the society in which his destiny was cast, setting the rare example of a lifetime of work for the public good, without seeking its merited return in high offices of honor or profit.

"Whereas his diversified learning, his devotion to the higher education, and his extensive information in regard to the colleges and universities of Europe and America preeminently fitted him for the presidency of the board of regents of the university of this State, to which position he has given his almost constant attention, well-directed efforts, and great influence, which by the cooperation of his associates in the regency, have placed the university from its origin upon a high standard, and made it practicable for this institution to become what the State in its constitution has ordained it shall be—'a university of the first class;' therefore, be it

Resolved, That in the death of Col. Ashbel Smith the State has lost one of its most distinguished citizens; education one of its most intelligent votaries; society one of its most urbane and high-toned Christian gentlemen; science one of its earnest workers; humanity a good man and true among his fellows, and the University of Texas one of its earliest, most ardent, and devoted benefactors, whose useful labors for its benefit and whose thoughtful and courteous demeanor toward the members of the faculty will ever be held in most grateful remembrance by them."

Dr. Smith was born in Hartford, Conn., August 13, 1806, and was graduated from Yale College in the academic department in 1824. He subsequently practiced law in Salisbury, N. C., but returned to Yale and graduated in the medical department. He extended his studies in surgery in France, and practiced medicine several years in Salisbury. He never married.

In June, 1837, he arrived in Texas, and was soon after appointed surgeon-general in the Texan army. In December, 1838, he resumed the practice of medicine in Galveston. In February, 1842, President Houston appointed him minister to Great Britain, and later to France.

In 1845 he was appointed secretary of state by President Jones. He served in the army of General Taylor in Mexico, and was colonel of a regiment in the Confederate war. He was in 1882 president of the State Medical Association, and had served several sessions as a member of the State legislature prior to his appointment as a member of the board of university regents.

The crowning aim of Ashbel Smith was to promote the success of the University of Texas.

In the course of an address, which was a splendid tribute to the deceased, Dr. A. G. Clopton, of Jefferson, said:

Over two years ago we met upon the train between Fort Worth and Austin, and in the course of our varied conversation the State University was discussed. His face and language expressed the deep interest he felt in the future of the institution. He then thought the destiny of the university hung in the balance. A bill was before the legislature, drafted and introduced by a professed friend of the university,^a which, if passed, he thought would seal its doom. Though declared for the promotion of higher university education, within its provisions was hidden the fatal emblem of its purpose. Its effect, as he conceived, would be to turn over the institution to the direction of political demagogues, a class the most unfitted of all men for so high a responsibility. How well I remember the emphasis with which he declared that he feared the ill-advised interference of the friends of the university more than the machinations of its enemies. The bill failed and the university came out of the contest stronger than before. It was in the discussion of this bill that he opened to me a full realization, such as I had not thought of before, of the importance of the university as an agency in the great work of State progress. With the vision of a seer he unfolded to me the future possibilities of our State and the important work which the university would perform in realizing these great possibilities, until my imagination shrank before the magnitude of his rational deductions. Texas was destined to become the greatest State in the Union in population, material prosperity, and political influence. This high position among the union of States required the highest order of education among the people to achieve and maintain. A virtuous and enlightened population was positively necessary to the fulfillment of its destiny, and he depended upon our public schools and the highest standard of university education to prepare the rank and file and leaders for the work. The resources of the State, its climate, its fertile soil, the mineral wealth embedded beneath its surface, its broad area, and various undeveloped industries he dwelt upon, and declared it was the especial duty of the present to prepare and discipline the succeeding generation for this work. He impressed upon my mind an idea of which I had not before thought—that the university, if it reached the high standard it ought to, would be the strongest link in the chain to hold the State intact and undivided.

I asked him what he thought of the provision in the organic law providing for the coeducation of the sexes. It was a subject about which I had thought and was interested. I knew that the female schools of the State in their curriculum and requirements fell far below what would be necessary to enter a university. The female seminaries even were not high enough for such preparation, and I was uncertain as to the result, whether the university standard would be lowered to suit the schools or the preparation of the schools raised to answer the demands of a university. The earnestness of his response gave evidence that the interest was mutual. "Why, sir," he replied, "our fathers in providing for the coeducation of the sexes were

^aSenator Pfeuffer.

wise beyond their generation, and but recognized a law of creation that will sooner or later be of universal recognition."

If the disembodied spirit can look down upon the earth and take interest in the affairs of men, I know that the spirit of him whom we commemorate to-day looks down upon these ceremonies and approves every word I have spoken and every sentiment I have avowed. When the names of your statesmen, your Senators, your governors and generals shall be forgotten by men, his name will be remembered and indissolubly connected with our State University.

Colonel Smith was especially earnest and instrumental in getting the people of the State to vote for locating the medical branch of the university at Galveston.

Dr. Smith was never married, and had but few immediate relatives. A brother, a practicing physician, lived in Houston.

DR. LESLIE WAGGENER.

Judging from an expression of Dr. Waggener while sick in his bed at Austin, that he hoped justice would be done him in the future history of the university, he was evidently disappointed at not being tendered the presidency of the institution, but he was too heroic to indulge the bitterness of his feelings on account of any break in his aspirations. Being in protracted bad health at the time, consequent doubtless upon his drastic dual services as professor and ad interim administrator of university affairs, he repaired, as soon as he was able, to Manitou Springs, Colo., where he died August 19, 1896, at the age of 55 years. His remains were brought to Austin and interred with great honor and respect on the part of the officers and students of the university and the citizens generally. To do him the justice he desired, the writer feels that he can not better do so, as promised, than by here adding the resolutions adopted by the university regents.

The regents, faculty, and students all attended the memorial exercises in a body. The resolutions as adopted by the regents and read to the assemblage were as follows:

AUSTIN, *October 30, 1896.*

Since the last meeting of the board of regents of the University of Texas the institution has suffered a most grievous loss in the death of Dr. Leslie Waggener. The board desire to record their great sorrow over this affliction and their profound appreciation of the inestimable services rendered by Dr. Waggener to the institution which he so ardently loved.

From the foundation of the university until his death Dr. Waggener gave to its organization and development all the powers of his unusual strong mind and character. For thirteen years as professor of English, by his scholarship and learning, by his masterly grasp of the spirit of English literature, and his power of clear, forcible, and brilliant presentation, he raised the school of English in the university to a very high plane of popularity, excellence, and power.

As chairman of the faculty for ten years he conducted the executive business of the university with wisdom, prudence, and absolute devotion to the trust that he

had accepted. Never swerving from his conception of duty, merging all regard for self in the general welfare, bravely facing every attack upon the institution, firm and bold, while at the same time tender, sympathetic, and modest, he bravely bore the burdens of executive responsibility during the period of stress and storm that marked the early years of the university.

His gracious acceptance of the office of president ad interim, after having laid down for one year the cares of the executive office, showed his unselfish willingness to spend himself in the service of the institution wherever its welfare might demand.

His death was most untimely, for the regents, relying upon the richness and fullness of his experience and culture, had formed strong hopes, not only of his masterly development of the school of English, but also of his invaluable aid in shaping the policy, protecting the interests, and guiding the administration of the university. *Dis aliter visum.* An organic weakness, which for years added the heroism of suffering to the nobility of arduous duties bravely and zealously performed, ultimately caused his sudden and premature death.

He was a man of strong, pure, and lofty character; of vigorous, clear, and comprehensive intellect; of high and inspiring ideals; of modest, unselfish nature, and of absolute devotion to duty.

As a testimonial of appreciation of his services and of regard for his memory, it is *Resolved.* First, That the board approve of the action of the faculty in setting apart Saturday, October 31, for public exercises in the university chapel in his memory.

Second. That the board will attend these exercises in a body.

Third. That the board authorize a suitable marble tablet to be placed in the wall of the university chapel in perpetual commemoration of his services to the institution.

Respectfully submitted.

WILLIAM L. PRATHER,
Chairman.

F. W. BALL.

R. E. COWART.

THOMAS D. WOOTEN.

The faculty adopted appropriate resolutions and published an elaborate memoir of the deceased.

Dr. Waggener was a great student, as well as teacher, but he was too devoted to the immediate duties of his professorship and the administration of the affairs of the university to divert his work to writing books to any considerable extent. He, however, wrote one, *An Analysis of the Sentence*, for the special benefit of his classes. This he enlarged for a future edition, and it is said that after he resigned the chairmanship of the faculty he contemplated devoting some of his time to writing other texts. His addresses and lectures were numerous and always excellent. For two years he was president of the State Teachers' Association. It was at his suggestion that the regents authorized affiliation of the university with the public high schools.

GOV. L. S. ROSS.

Governor Ross, whose executive action affecting the university has already been noticed, and who was for several years president of the Agricultural and Mechanical College at Bryan, died at the president's home at the college January 3, 1898. An extended sketch of him is

presented in the chapter particularly detailing the history of the college.

The board of regents of the university took official action on his death as follows:

Whereas official notification has been given the board of regents of the University of Texas of the death of Lawrence Sullivan Ross, late president of the Agricultural and Mechanical College of Texas, therefore be it, by this board in annual session assembled,

Resolved: First. That we deplore the death of this honored citizen of Texas as a public calamity to the State which, from his boyhood to his death, he has so nobly served as a ranger, a soldier, a citizen, a legislator, a chief executive, and an educator.

Second. That in his death Texas lost one its first citizens; the cause of education a great moral and intellectual force; our sister institutions a wise, faithful, and efficient president; and his family an affectionate husband and father.

Third. That this board tender to the directors of the Agricultural and Mechanical College and to the family of the deceased our sincerest sympathy in their irreparable loss; and as an expression of our appreciation of his noble character and distinguished services it is ordered that the foregoing preamble and resolutions be spread upon the minutes of the board of regents, given to the press of the State, and copies thereof, under the seal of the university, be transmitted to the family and the board of trustees of the Agricultural and Mechanical College.

The Austin Statesman paid this marked tribute to the character of the deceased:

General Ross was one of the purest and bravest men that ever drew sword in behalf of Texas, and he was one of the most impersonal and unselfish governors that ever administered the affairs of state. He was also, in private as well as in public life, a model for the youth of the land. He was, indeed, cast in a heroic mold. Perhaps no man in this State has ever been more loved and honored by his fellow-citizens than the late Gen. Sul. Ross, and the people of the State will regard it as an honor to be permitted to contribute to a monument that in brass or marble will longest perpetuate his memory.

GOV. O. M. ROBERTS.

Full tribute is justly due here to Governor Roberts, not only as one of the first law professors of the university, but also as one of the most earnest and efficient promoters of its success, as has been abundantly shown by the record already given, which in itself is a marked tribute to his high character as a statesman and executive officer.

Hon. Oran M. Roberts was born July 9, 1815, and died at his home in Austin, Tex., May 19, 1898, aged nearly 83 years. At the time of his death he was president of the Texas State Historical Association, and had but lately contributed an article of some 300 pages to a recently published history of Texas.

At a meeting of the university regents, September 30, 1898, the following resolutions were presented by Regent Bryan and adopted by the board:

Whereas the distinguished citizen, jurist, and statesman, Oran Milo Roberts, has passed from his earthly career, ripe in years and rich in honors; and

Whereas he was intimately associated with the University of Texas, not only as one of its earliest and warmest friends and founders, but also for ten years as its senior professor of law:

Therefore, the board of regents of the University of Texas, as a fitting but feeble testimonial to his memory, desire to record their deep sense of sorrow, in common with the students, officers, and friends of the university everywhere, that he is no more.

His name was a tower of strength to the young and struggling university. He brought to the office of senior professor of law the educated mind of a graduate from the University of Alabama and the large learning and experience of more than fifty years' practice at the bar and on the bench. His love for the university was almost fatherly in its depth and sincerity. Among his last words were remembrances of the beloved institution, His professorship in the university in his chosen field of law, wherein he had previously acquired distinguished eminence, was a fitting crown to his long public career, so intimately connected with the history of Texas. His name and fame are inseparable, not only from the university, but also from the State of Texas.

Appropriate resolutions were also adopted by the faculty of the university.

REV. ROBERT L. DABNEY.

Dr. Dabney occupied the chair of philosophy and political science in the State University for several years up to about five or six years ago, when his sight became so badly impaired as to compel him to retire from the work unless provided with an assistant, which was done by the regents dividing the duties and salary of the chair, and retaining him a couple of sessions in this semi-emeritus capacity. After remaining a while with his family in Austin, he went with Mrs. Dabney to his former home in Virginia. Returning soon after to Texas he lived with his son in Victoria, where he died January 3, 1898, aged 78 years, his wife surviving him. He left several children, one of his sons being, like himself, a prominent educator, and lately president of the State University of Tennessee.

Dr. Dabney was born near Richmond, Va. During the Confederate war he served upon the staff of Gen. Stonewall Jackson, and wrote the history of the life and services of that distinguished officer. He was one of the most philosophic writers of the country, and the author of several theological and philosophical works, among them being one particularly remarkable as a criticism of the sensuality of the Nineteenth Century. He received the degree of Master of Arts from the University of Virginia in 1842; studied divinity in the Union Theological Seminary of Virginia, and was ordained a minister in the Presbyterian Church in 1847. He was professor in that seminary (except for an intermission while on General Jackson's staff) from August, 1853, to July, 1883, during which year he was elected to the chair accepted by him in the University of Texas, prior to which appointment he had but recently retired from teaching on account, as he stated in a published

communication, of not being further as serviceable as he desired to the institution he was serving. His reputation as a profound scholar and teacher of philosophy was such that this declaration had no effect upon his appointment to the chair in the Texas University. In cooperation with Rev. Dr. R. K. Smoot, he conducted a divinity school in Austin.

Dr. Dabney was a man of fine presence and of large stature, as shown is a full-sized portrait of him which was presented by his friends to the university in a public address by Mr. T. W. Gregory, who was selected to make the presentation. His remains were interred in Virginia.

Appropriate resolutions on his death were adopted by the faculty of the University of Texas, expressing their sentiments as follows:

Dr. Dabney's numerous and valuable publications, mainly, but not exclusively, were of a theological or religious nature; his prominence for many years as a theologian, preacher, and instructor; his close connection during the civil war with Gen. Stonewall Jackson, as his chief of staff, and his subsequently widely circulated biography of that distinguished general, have all united in making him known and respected in the United States, though, perhaps, more especially so in the South.

Without undertaking to do more than thus allude to Dr. Dabney's general career, the faculty desire to testify to his usefulness as one of the original professors who organized the university in the fall of 1883. Dr. Dabney's mature age, enlarged experience, and sound judgment enabled him then and afterwards to make many useful suggestions.

In the discharge of his duties as professor of philosophy and political science he was uniformly diligent, competent, and successful, being well fitted for the position by the wide scope and thoroughness of his attainments, and greatly aided by a memory of truly wonderful tenacity.

It is also desired to bear witness to his inflexible uprightness as a man, and to his indomitable force of will, which enabled him, when stricken with complete blindness, and often when also suffering most acutely from disease, to continue to work, to investigate, and to write despite all difficulties. The latter part of his life, though spent in darkness and often in suffering, served to show the true worth of the man.

ROBERT S. GOULD,
GEORGE BRUCE HALSTEAD,
FREDERICK W. SIMONDS,
Committee.

SIR SWANTE PALM.

Sir Swante Palm, elsewhere noticed in this volume, died recently at his home in Austin. He was 84 years of age. The funeral services were very properly conducted from the auditorium of the State University, as an institution which he so well loved, and materially befriended by presenting it with his library of several thousand volumes, many of which are of important historic interest and can not be duplicated.

Sir Swante Palm was born January 31, 1815, at Basthult, Sweden. He came to Texas in 1845, and first settled at Lagrange. In 1849 he *went to the Isthmus of Panama*. From there he returned and settled

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Sir Swante Palm was born January 31, 1815, at Basthult, Sweden. He came to Texas in 1845, and first settled at Lagrange. In 1849 he went to the Isthmus of Panama. From there he returned and settled

in Austin in 1850; and that has been his residence ever since. He married in 1851, and his wife preceded him in death nineteen years. He was a man noted for his literary tastes, which led him to the collection of the fine library which he finally donated to the University of Texas. For forty years he acted as consul for Sweden and Norway, and in recognition of his faithful services as such and his generous gifts to literary institutions, and of his own literary attainments, he was decorated by the King of Sweden with the order of knighthood.

Chapter XII.

APPENDIX.

INCREASED LAND REVENUES.

In their report, just presented to Governor Sayers, the regents state:

It is gratifying to report an increase in the income from university lands since our last statement. This increase has made possible the construction of the east wing of the main building at a total cost of \$38,642 and the repair of the foundations and walls of the auditorium. But for this timely addition to our resources we would not have been able to complete the main building, since the constitution of the State forbids appropriations from general revenue for university buildings. It is the evident intention of the constitution, as well as a plain necessity, that the available university fund be applied, in part at least, to the permanent upbuilding and development of the institution. If not, the university might remain forever in its present undeveloped condition, failing to keep pace with the growth of the State and the constantly increasing demand of our people for higher education.

The regents argue that "the constitution did not contemplate an undeveloped and imperfect university, for it clearly commands otherwise." It says:

"The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class." To carry out this mandate by providing for the gradual upbuilding of the university the board recommend that the income from land leases be devoted to the erection of buildings and other permanent improvements, at least until the pressing necessities of the university in this direction are supplied. The board have followed this policy during the past two years, and thereby have completed the main building, according to the original designs, and have begun the work of gradually improving and beautifying the university campus. The policy is desirable, not only because it seems to afford the only means of supplying the university with necessary buildings, but also because the income from land leases being dependent upon seasons and upon the prosperity of the live-stock interests of the State is quite variable from year to year and liable to material decrease. It can not be relied upon therefore to meet the regular running expenses of the university.

They add:

Too much emphasis can not be laid upon the necessity of adopting a permanent policy which will assure not only the existence of the university, but also its continued growth and development. With the confidence inspired by this policy of steady development through revenue from fixed sources, private philanthropy with gifts and bequests would come to the aid of the State, and in a few years our people would enjoy the inestimable benefits of a "university of the first class," as contemplated by its founders and the founders of Texas.

SUGGESTED IMPROVEMENTS.

In his argument before the legislative committee Regent Prather presented statistics contrasting the great disparity of income from the productive resources of the University of Texas with those of other leading universities of the country. The attention of the committee was also called to the subject of establishing a school of bacteriology in the medical department at Galveston, and the suggestion that it might be of great benefit in the discovery of means for exterminating the boll weevil and other cotton pests, and poisoning prairie dogs so as to make them self-destructive by their spreading the poison with which they are inoculated.

President Winston read a number of interesting statements of students who had sustained themselves by means earned by their personal efforts while students of the university, and urged that the boys' mess hall be enlarged for the further accommodation of cheap boarding and lodging for such students.

FEDERAL EDUCATIONAL GRANTS.

As has been stated, Texas received 180,000 acres under the act of Congress granting lands for agricultural and mechanical colleges; but under the terms of the grant it all went to the Agricultural and Mechanical College, and so was of no general benefit to the university, as it would have been if given for the common benefit of all branches of the main institution; and being for all the States alike it is not to be counted in the consideration of further grants to Texas any more than to other States where the grants are for State universities.

Alabama is the first and so far, perhaps, the only State that has acknowledged and put into effect the Federal act of 1847 making it mandatory for States which received their portion of the proceeds of unreclaimed public lands to pay that sum to their State universities, which was done by the State granting a certificate of indebtedness to the amount of \$2,000,000, and providing for the payment of an annual interest of 3 per cent on that sum to the University of Alabama. As the first State to remedy a wrong against her university, Alabama has set a precedent for other States to do justice where they have either diverted lands or funds from their university endowments, as has been the case with Texas, Maryland, and some other States. Even an escheat law like the Yeater act of Missouri, by which the university of that State lately secured final judgment for \$23,023 against the Conley estate, might serve as some measure of justice to the University of Texas.

CHURCH AND STATE SCHOOLS.

In a baccalaureate sermon at the June, 1899, commencement of the Texas University Rev. Dr. Moore, in effect, contended that it was idle

for the denominational colleges to array themselves against the university as long as the State wisely and liberally provided for it. The churches should rather cooperate with the State by making their colleges adjuncts or feeders to the university. In these times of great educational progress and grand developments it requires millions of money to establish and maintain great educational institutions. Being a question of the survival of the fittest and best endowed of the establishments for higher education, the church colleges should correlate their courses of study so as to make their schools serve as feeders for the university, and so maintain a harmonious relation between the church and the State in general educational work. Each denomination might thus perpetuate its colleges as adjuncts to the university. Higher education must be more and more directed and even monopolized by the State universities. Even the public high schools were extending their curricula till they seemed likely to supplant the church colleges, and the final order of things might be county academies, city high schools, and the State University. "In England," he declared, "the colleges which a generation ago were important factors in higher education are now only feeders to the great universities of that country, and such is the destiny of the denominational colleges of America."

THE STATE AND SCIENCE.

A recent address by Prof. Thomas U. Taylor, of the State University, as president of the Texas Academy of Science, presents some very suggestive and interesting reflections upon the important subject of the duty of the State in relation to science. In the course of his address he says:

In an age so fruitful in development, both in empire and material wealth and prosperity, the attention that the State should pay to science is a question of gravest import and should in a large degree be measured by the benefits derived from science, both in culture and material advancement. Upon the proper decision of this question the rank of the commonwealth or nation among the sister sovereignties of the earth will depend. To the thoughtful observers of the trend of events in the last century no statement of facts or arguments in favor of generous State support is necessary. Such conclusion follows as the night the day, and for him who doubts, a glance at the map of the nations of the earth and the order they occupy in importance and influence will convince the most skeptical that permanent national prosperity, whether as to civic or material affairs, is absolutely impossible without a broad and underlying interest in and support of scientific training and research.

Jefferson is cited as saying.

"Some good men, and even men of respectable information, consider the learned sciences as useless acquirements; some think they do not better the condition of men; others that education, like private and individual concerns, should be left to private individual effort, not reflecting that an establishment embracing all sciences which may be useful, and even necessary, in the various avocations of life, with the buildings and apparatus belonging to each, is far beyond the reach of individual means and must either derive existence from public patronage or not at all."

But notwithstanding Jefferson so ably presented the claims of science, in connection with the claims of other branches, its admission to the schools of the South was slow. It had to fight its way to an uncertain footing in our early schools, and it did not receive the scant courtesy generally accorded the poor relation. It was admitted as an experiment, and its pushing its way to a seat at the first table is one of its loudest advocates.

Although science has held the world spell-bound by its phenomenal strides, we have not even yet realized its power and utility. We are still partially stupefied, and the educational world is not absolutely certain as to the place the new guest should occupy at the banquet. You may call its progress the march of civilization or manifest destiny, but I call it the march of science.

The ports of Japan were thrown open to the world a few years ago and the Japanese were brought in contact with the nations of the earth, and she measured them with an accuracy that was surprising. The cause of the greatness and importance of each nation was quickly seen, and every advantage was taken of it for self-improvement. Her brightest young men were sent into the universities of the world—to Germany for the study of science, and especially military science; to England for law; to America for engineering, and to nearly every leading country of the world for some special scientific branch of study. Not only this, but the Government established a royal university and called to its important chairs able teachers from the best technical schools of the world. It was my pleasure and profit to work with one of the foremost bridge engineers in America a few years ago, who was one of the original professors called to this university. For a quarter of a century Japan trained her men in the best scientific schools of the world, and not only trained them thus, but maintained the royal university of her own just alluded to, and this very appreciation of the scientific basis of a country's greatness changed Japan from an indefinite and unknown little power of the eastern barnyard into the game cock of the Orient. Her experience is so recent and emphatic, against odds of eight to one, in proportion, that it points with no uncertainty to the deep meaning of the success of Japan and the failure of China.

I would not be understood as intimating that our State has done nothing for science. It has done much, and yet I can not say that the fatted calf has been killed. The State has performed part of its duty to industrial education in partially equipping and maintaining the Agricultural and Mechanical College; it has established and partly equipped a medical department at the university at Galveston, and has established the main university at Austin. But one of the foremost and most brilliant factors or subjects, the one that has contributed as much as any other to civilization, to the material wealth and comfort of the people, namely, electricity, is still without home within the borders of Texas. A biological station should be established on our coast. The harvest is ripe, and reapers are needed.

To provide for the scientific training of the people is more incumbent on the South as a section than any other section, for until the civil war destroyed it the old civilization of the South, while perhaps not antagonistic, was with a few exceptions rather indifferent to scientific research, and in no place was it considered a "favored child." The war left us impoverished, our civilization destroyed, and it took us years to get upon our feet. Industrial education was almost unknown, and our lack of training in this respect was and still is an element of weakness. But we are now ready to play our part with bigger possibilities. Every need of science should be supplied. Our own State and the legislature must see to it, and that speedily, that no institution of learning fostered by it should ever have to repeat the experience of the Agricultural and Mechanical College a few weeks ago. Instead of having to use the public prints to bring students to the college, President Foster was forced to advertise to keep them away. Texas, one of the most influential States in the Union, should be first in educational facilities. The Agricultural and Mechanical College is

full to overflowing, and there are students unprovided for. As long as there is not enough room in any State institution (created for scientific purposes) for the students, science can not be considered a favored child. Here in Austin we need special buildings for science. Texas can not afford to have any other university superior in anything. Until this is the case the State's duty has not been fulfilled to the fathers of Texas, who laid the foundations for a university of the first class.

OTHER INSTITUTIONS.

There is much of the pathetic in the decay of many of the earlier educational institutions in Texas, quite as affecting in some respects, perhaps, could their records be disclosed, as the action ascribed to the venerable president of William and Mary College, Virginia, who for so many years, as the story goes, repaired to its vacant halls and had the old college bell rung as a formality to retain the college charter in the hope of the revival of its fortunes and eventual renaissance of its wonted prestige and usefulness, a hope which but a few years ago was realized by the action of the State in its behalf.

Among the institutions of learning for which charters were granted, and which have ceased to operate or were not operated at all under their grants, are Herman University, chartered in 1844 and granted 1 league (4,428 acres) of land by the Republic of Texas; Marshall University, chartered in 1845, to which the Republic granted 2 leagues, and the Matagorda and Nacogdoches universities, also chartered in 1845 and given 4 leagues each by the Republic. Ruterville College, chartered in 1840; Wesleyan, in 1844; McKenzie, in 1848, and Soule University, in 1856—institutions established by the M. E. Church, South—were, in 1872, merged into Southwestern University, which succeeded to all their charters and adopted their alumni. Other institutions chartered by the State embrace Fowler and Marvin colleges, a female college at Waco, and Centenary College at Lampasas; and in addition may be named the Texas Military Institute, which was operated for ten years, up to 1880, at Austin, and has but recently been revived, as before noticed, under new but very different auspices at Llano.

Marble Falls Industrial College, projected by a local lodge of the Farmers' Alliance in 1890, was operated for only a short while in charge of Rev. Marshall McIlhany, ex-president of the Centenary College at Lampasas, having succumbed on account of some miscarriage of the arrangements with Mr. McIlhany, who undertook to get the college endowed. The farmers, who were expected to promote the enterprise, either did not respond as freely with their patronage and contributions as was necessary for its support, or preferred investing their means in more profitable channels, and, as a consequence, some 30 acres of ground (donated conditionally by an improvement company) and a frame boarding hall and large stone school building reverted under mortgages to the donors and builders. President McIlhany was paid for his brief services by Gen. Adam Johnson, and returned

home to Lampasas. General Johnson, Captain Badger, and Messrs. Dawson, Roper, and other citizens of Marble Falls arranged with Mr. McIlhany's son, Harry McIlhany, to continue the school as an academy, and it has been conducted as such ever since by Professors Collins, Austin, Bruce, Folk, and Rogers, as successive principals of the school.

Marshall University, at Marshall, of which Col. J. A. Morphis, author of a history of Texas, was for some years president, has long since collapsed, the building being used for the Marshall High School.

Herman University was a project of some German citizens of Caldwell County. It was not operated as required by the charter, which was consequently forfeited, and so remained until Judge Julius Schutze, member of the twelfth legislature, had it revived. The institution, however, was never organized.

INDIVIDUAL SCHOOL ENTERPRISES.

[From Scarff's Comprehensive History of Texas.]

The schools at San Augustine.—The town of San Augustine is situated on a beautiful and fertile strip of red-land country running in an east and west direction through the counties of Sabine, San Augustine, and Nacogdoches, which was well settled with good farmers as early as 1840, and from that time to 1850 that town was one of the largest and best improved towns in all eastern and northern Texas. It was situated 30 miles west of the Sabine River, on the old King's Highway, leading from Natchitoches, in Louisiana, through Nacogdoches and Bastrop to San Antonio. The wagon road made along or near it, commonly called the "San Antonio road," was the principal thoroughfare along which immigrants came to Texas by land, and it was the route of the first stage line through eastern Texas.

A master builder, a Mr. Sweet, erected a large two-story frame building and sold it to the county of San Augustine for a league of land that had been given to the county for the erection of an academy, though the school had the high-sounding name of "the university." A small school having been taught in it for several years, in the year 1843 a gentleman by the name of Montrose, of medium size, about 30 years old, and of apparently good manners and intelligence, appeared at the hotel, and learning that there was a large school building in the town, let it be known that he was a teacher. The board of trustees were soon assembled and sent for him. He was a man of few words and very positive in his utterances. He said, in substance: "All I ask is to give me control of the house, and I will build up a large school that will attract scholars to your town."

They complied with his request, and before the end of the second session he had verified his assertion and had a large school, with numbers of scholars from a distance. It so continued for several years.

One of his great merits as a teacher was his control of the scholars in school by a regular system and the anxiety he produced in them to attend school punctually and an ardent desire to attend to their studies. He did not seek to acquire favor in the community, except through his scholars, and was seldom seen upon the streets of the town or otherwise in communication with its citizens. He taught school as a business strictly, and had no difficulty in collecting his tuition through his scholars, although there was a great scarcity of money in the country. After his school increased, his plan for assistance was to engage some of his advanced students to teach classes under his direction. The school soon became the pride of the town and surrounding country, with a united recognition of its advantages. It may be instructive to tell how discord and contention were produced, that ultimately led to bad consequences in reference to that and other schools in that place:

A Methodist preacher came there, fresh from "the States," as the United States was then called, and preached a sermon in favor of "perfect sanctification on this earth," the most numerous denomination of Christians there being Methodists. Professor Montrose, being a Presbyterian and a good reader, had occasionally read sermons as a layman to a few Presbyterians and others on Sunday. By their urgency he was induced to read in public a sermon opposed to the doctrine advanced by the Methodist minister, who promptly challenged him for a public debate on the subject. Professor Montrose, though not a preacher, was pressed into the debate by his religious friends; moderators were chosen to regulate the debate, and it was held before a large audience. Professor Montrose simply read extracts from books when it came to his turn to speak, and he did it with such impressiveness as to make it appear that he had achieved a victory over the challenger. At once a religious storm was raised. There being a number of prominent Methodist preachers and other leading citizens of that denomination in the town and in the surrounding country, it was readily determined to put up in that place a Methodist college. A large three-story frame building was erected and an excellent teacher, as well as preacher, was brought from Ohio to take charge of the college. His name was Lester Janes, a cousin of Bishop Janes. Other Methodist preachers were engaged to teach in the college and several Presbyterian ministers were engaged to assist Professor Montrose. Both schools prospered for several years, with scholars in each to the number of 150.

San Augustine claimed to be the Athens of Texas. There are two prominent citizens still living who were educated at one of those schools—Col. Frank B. Sexton, who was a member of the Confederate States Congress, and Col. J. F. Miller, of Gonzales, ex-member of the United States Congress. Doubtless there are others living of the

many since prominent men who received their education at one of those rival schools. The rivalry that made a spasmodic success for a time for both schools could not last long. Professor Janes left the college, and it declined and was sold to the trustees of the so-called university for a female institute. Professor Montrose, hampered with assistants, contrary to his own plan of getting them by engaging his advanced students, left and afterwards taught at Nacogdoches, and at Anderson in 1857. His only son, Thomas Montrose, is a prominent lawyer in Greenville, Tex. The university, as it was called, struggled along for a time under its trustees, but gradually declined, and that place has never been able to keep up a good school since its failure. Both of the buildings have been burned, and the vacant places where they stood attest the sad calamity of a religious rivalry entering the management of the schools of a community, where it assumes the character of bitter partisanship.

Schools at Gilmer.—For a continuous period of ten years, previous to the summer of 1870, Prof. Morgan H. Looney kept an excellent school at Gilmer, averaging largely over 200 students annually of all classes, male and female, young men and young women, as well as the minor children of the town and neighborhood, during ten months of each year. The school was attended by advanced scholars from a hundred miles in every direction. His pupils were taught from the lowest to a high grade in the English and ancient languages, in mathematics, and in composition and other studies. He was a man of medium size, vigorous in speech and action, had been thoroughly educated at the college at Middleville, Ga., had taught school as a profession, and had two brothers that were teachers. One of them, Mr. Bud Looney, assisted him part of the time at Gilmer, though his assistants were generally scholars that he had educated, consisting of two young women who taught classes of girls and two young men who taught classes of boys.

Professor Looney taught classes of both male and female students together. As a teacher of both high and low classes he had an extraordinary capacity of explanation that made even the dullest student understand him. He artfully excited a lively interest in all of his pupils to learn, and with many of them to become well educated in the higher branches of learning. Equal to any other of his remarkable powers as a teacher was that of the systematic government of his school in the schoolrooms, and of his students when not in the school building. He took general supervision of his students everywhere, day and night, from the time of their enrollment till they left the school. Nearly every residence in town received his students as boarders, and any misconduct there, or upon the streets, or in the public houses, would be reported to Professor Looney, his school and its management being the leading business enterprise of the little town.

As part of his government he had a set of rules regulating the conduct of his pupils, both in and out of school hours. Some of them were: That there must be no arguments leading to contentions about politics or religion; that there must be no criticism upon the dress of any pupil, whether it was coarse or fine; that everywhere young men were to act as gentlemen, and young women as ladies; that they must govern themselves according to his rules, otherwise leave the school; that while attending his school they must make learning their exclusive business as a regular occupation. To enforce these and many other requirements he opened his school every Monday morning with a brilliant lecture upon one or more of the rules, which were illustrated by interesting dissertations upon government generally. So interesting were these lectures that citizens of the town who had leisure would attend them frequently, and some of them regularly. A feature and object of the lectures was, that if any of the larger students had been guilty of any violation of the rules or other impropriety during the previous week, it would be discussed, without naming the guilty party, in a way to make such improper conduct look extremely objectionable, and sometimes ridiculous or odious, according to its magnitude. It had a wonderful corrective effect. If he became fully satisfied that any of his larger students would not voluntarily comply with his rules he quietly gave them notice in person to leave the school. There were no trustees and no trials for misconduct, and it was not publicly known why the student left. One of his rules was that there was to be no familiar communication between the girls and the boys. That rule was suspended occasionally, with permission for the boys, large and small, to call upon the girls Saturday evening (not longer than 9 o'clock at night), and accompany them to church on Sunday, which was generally done in the most genteel manner. None of the churches was particularly favored.

Composition was taught as a special study each Saturday forenoon by Professor Looney himself for an extra tuition fee of \$5 per session. Those students who sought to be taught composition were divided into three classes—first, second, and third—according to their advance in education, each class being taught separately. The manner of teaching was as follows: Professor Looney would write upon the blackboard a subject, it usually being a sentence taken from some book, either very simple or otherwise, according to the grade of the class present. He would divide and subdivide the subject as might be necessary. The members of the class, with paper and pencil, would copy the subject as presented on the blackboard. The professor would then deliver a lecture on the subject, making pointed explanations of each part of the subject in the hearing of the class, which each member of the class would reproduce and read before him at a given time, for his verbal

correction as to the matter and style, and pronunciation in the reading. In his advanced classes he would select subjects at different times that admitted of a wide range of discussion upon government, ethics, literature, history, and science, that furnished his students with an immense amount of varied information and excellent style of expression and speaking that soon enabled them to write compositions that excited the surprise and admiration of their hearers. This was conspicuous at the examinations, lasting three days at the end of each session, which were usually attended by at least six or eight hundred visitors, who were seated in the large room of the second story of the building during the examinations. It should not be omitted to state, as a part of his system of elementary education, that for each one of the five days of each week of the session there was a lesson in English grammar, in which all those studying it, or who had studied it, participated, though it might not last one-half an hour, and the school at its close each day had a general spelling lesson. Everything considered, it was a model school, under the direction and control of one man, and many were the young women and young men who received a good, substantial education at the school.

During three years—1868, 1869, and 1870—Judge O. M. Roberts, afterwards Governor Roberts, moved with his family to Gilmer to send his children to that school, and to teach a law school in connection with Professor Looney's school. He also taught bookkeeping for the benefit of young men who were not able to go off to a school for that purpose. His habit was to give two or three hours to his law classes, and, having a successful law practice, to devote the balance of the day to his office and law business, much the same as if he had not been engaged in teaching. The courts of that county were attended by very able lawyers, among whom were Cols. Lafayette Camp and David B. Culberson, which made the practice there very interesting. Judge Roberts, in addition to his teaching, delivered weekly lectures in the school upon law, the State, and scientific subjects, synopses of which were made and published in the local paper. His law school turned out a number of students who made successful lawyers, among whom may be mentioned Judge Sawmie Robertson, of the supreme court, Attorney-General John D. Templeton, Judge Aldredge, and Mr. Thomas Montrose. Hon. Charles A. Culberson, governor of Texas, attended the Looney school. Unfortunately, when Professor Looney's school was at the zenith of great prosperity, the professor was induced, on account of the failing health of his wife, to move, in the fall of 1870, to northwest Arkansas. He abandoned his great work, shedding tears on his departure, and the Looney School was closed at Gilmer.

CONCLUSION.

In view of all the facts and arguments which have been presented, legislators should bear in mind, not only that the university, as the "child of the State," is its ward, and a matter to them of the greatest concern as lawmakers, but that private beneficence to educational enterprises, in order to secure permanent effects, is naturally attracted to such institutions as are most liberally sustained, and preferably to universities whose perpetuity is assured by government backing. Regent Brackenridge is believed to have been inspired to some extent by such considerations in his gifts to the University of Texas; and the donation of the Sealy Hospital was coupled with the condition of correspondingly liberal action by the State with that of the city of Galveston and the Sealy heirs and executors representing the estate through which the hospital was donated to the university.

The idea of legislative duty to the university is forcibly expressed in an eloquent address delivered at the university commencement, at Austin, in 1884, by Col. William Preston Johnston, then president of Tulane University, in which he said:

The first fact that strikes one in contemplating the university is that it is the child of the State entitled by birthright to the intellectual heirship of its imperial progenitor. With this come great responsibilities. Born in the purple, it is held to a princely accountability. Its motto is "Noblesse oblige." It must accept the pains and perils as well as the prestige and privileges of a lofty destiny. Troops of friends should attend it, and it should be endowed with the wealth and power to carry out the design for which it was created. If not, its lot is like that of other pauper princes, discrowned kings, and exiled monarchs.

The magic effect of munificence to universities was so glowingly pictured in the same elegant address in alluding to a visit to Cornell as to justify reproducing it:

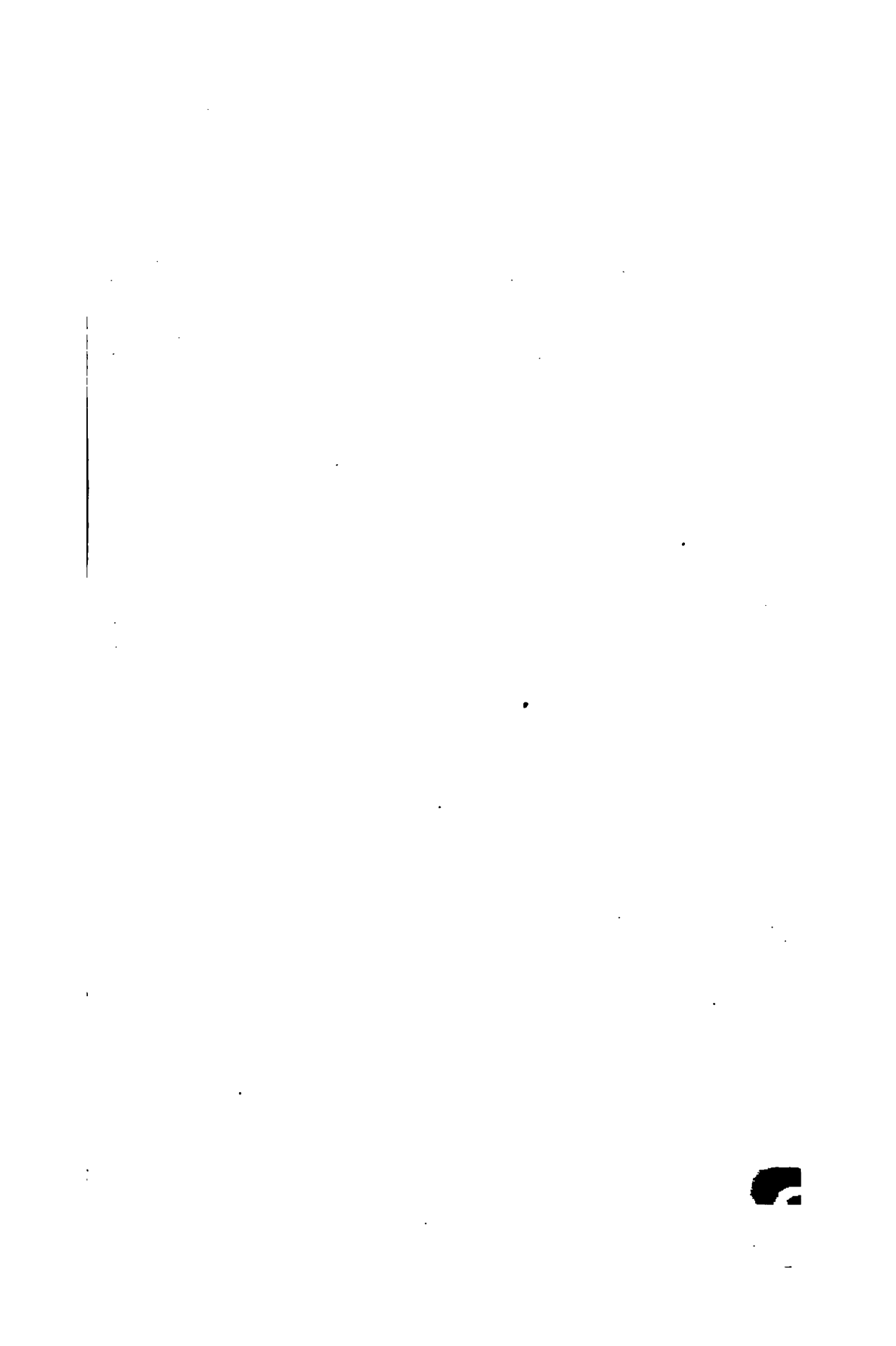
My visit to Cornell was a lesson in educational science. On a lofty bench, or plateau, scooped from the rugged mountain side and overlooking Lake Cayuga, is planted this now famous institution of learning. At the foot of the mountain nestles Ithaca, a beautiful city of some 20,000 inhabitants. Above it, like the noble forehead to some fair statue, rises the university, with its grand assemblage of stately and beautiful halls, museums, and laboratories; its groups of mansions and cottages, the homes of the professors; its spacious campus and wild background of woodland. The art gallery stands poised on a bold promontory, with a long vista of lake and sedgy shore and embattled hills, against which the hosts of heaven rolled with alternate sunburst and lowering front—a fairy scene worthy the wand of an arch-magician. Indeed, this art gallery, the bequest of a sainted lady, seemed, in its architectural suggestions of beauty, beneficence, and bliss, like a dream of happiness embodied in monumental stone. This marvelous city of the sciences had been summoned into being within fifteen years. I have described it as worthy the wand of an arch-magician; that magician was enlightened enthusiasm, and the wand with which the miracle was wrought was the golden rod of wealth, with its mighty powers of transmutation.

Who will make herself the great beneficent patroness for the *University of Texas*?

As one advantage of the liberal scope in the publications of the history of education in the several States, as contributed for the United States Bureau of Education, the author feels that he has not been constrained in any manner in his work, and has consequently presented the record not only quite fully, but boldly, and as he believes, fairly to all interests concerned, without prejudice from any source or predilection on any account. His aim has been not so much for display as for correctness and completeness as the true province of history. The common schools have been treated as primordial stepping stones to higher planes of instruction, leading ultimately to the university, and all with reference to great educational movements and needed reforms, particularly affecting State universities, and more especially the University of Texas as one of the great public high schools of the country and capstone to the State's educational system. The work has been not so much for the sake of compensation as a "labor of love," especially as to the university, to which institution more especially the author has devoted the most careful research and conscientious consideration in the hope that the matter presented may excite greater concern for its success and more liberal promotion by private as well as public munificence. Should his efforts happen to produce any considerable results in this direction, he will certainly feel highly gratified as well as rewarded. In conclusion, what he has said in a previous sketch of the university may as well be said again: As the university is now operating with its scope for usefulness widened, it has grown in public estimation till it has come to be regarded with something of the favor which higher education should everywhere evoke, and which naturally does attach to public institutions as they are kindly fostered and develop and mature with the growth of the country. Though not what it should be in every essential, the University of Texas is, in some respects, an exemplar in meeting important educational demands and promoting the general welfare of the State, and as such merits private benefactions as well as public support. What it still needs is to give it a more practical tendency and wider scope by providing greater facilities for instruction in arts, mechanics, and technical work generally; in a word, a thoroughly equipped technological department at Austin, or arts, science, and music school of the highest order of equipment suitable for both male and female students, like such establishments in Northern universities.

SOURCES OF INFORMATION.

1. Acts of Congress, the constitution, messages of the presidents, and government records of the Republic of Texas.
2. Acts of the legislature, State constitutions and journals of the legislature and State conventions, governors' messages and records of State officers, and various documents published by the State.
3. Acts of the legislature, enacting and amending general and special laws of the State governing the sale or lease of school and university lands.
4. Reports of the university regents, faculty reports, addresses, bulletins, circulars, catalogues, magazines, and other university publications.
5. Reports of State comptrollers, as to the "school" and the "university funds;" and reports of State land commissioners and State land board, as to the "school" and the "university lands."
6. General and special acts of appropriations for the free schools and for the State university and its branches.
7. Reports of the State board of education and State superintendents of instruction, and files of school journals and State newspapers kept in the State library.
8. Publications of the United States Bureau of Education, and reports of the United States Commissioners of Education.
9. Scarff's Comprehensive History of Texas, Mrs. Harby's Earliest Texas, Sweet's Trip Through Texas, Raines's Bibliography of Texas, Lane's History of the University of Texas, History of the Catholic Church, published in San Antonio, Tex.
10. Brown's, Thrall's, Yoakum's, and Morphis's Histories of Texas, Fulmore's Lectures on Texas History.











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